1984-85 Report of the Public Schools of Missouri

Issued by the
Missouri State Board
of Education

S4505-1

136th Report of the Public Schools of Missouri

For the School Year Ending June 30, 1985

Issued by the Missouri State Board of Education
Terry A. Bond, President
Arthur L. Mallory, Commissioner of Education

MISSOURI STATE BOARD OF EDUCATION

P.O. BOX 480 • JEFFERSON CITY, MISSOURI 65102

TERRY A. BOND
President
222 S. Central, Suite 900
Clayton 63105

DAN L. BLACKWELL, D.D.S.
Vice President
221 Hillcrest Lane
Lee's Summit 64063

ROSEANN BENTLEY
1500 E. Meadowmere
Springfield 65804

DELMAR A. COBBLE
524 Otto Drive
Jackson 63755

GROVER A. GAMM
Route 2, Box 153
Ewing 63440

JIMMY ROBERTSON
1801 Frederick Avenue
St. Joseph 64501

ROBERT L. WELLING
220 Maynard Street
Warrensburg 64093

DONALD E. WEST
4440 Anderson Street
St. Louis 63115

ARTHUR L. MALLORY
Commissioner of Education

LINDA L. WARD
Executive Secretary

February 1986

Members of the General Assembly
State of Missouri

Ladies and Gentlemen:

The State Board of Education herewith submits its One Hundred Thirty-Sixth Report of the Public Schools of the State of Missouri. This report, prepared in compliance with Section 161.092, Missouri Revised Statutes, covers the school year ending June 30, 1985.

We hope the information contained in this report will be of interest and assistance to you as you consider the needs and major problems of the public schools of the State of Missouri.

Respectfully,

Terry A. Bond

Terry A. Bond
President, State Board
1984-85

Table of Contents

Letter of Transmittal 2
Organizational Chart 4
The Missouri State Board of Education 5

PART I. REPORT OF THE YEAR COMPLETED

The Year in Review—*By Arthur L. Mallory, Commissioner of Education* 7
Highlights of 1984-85 13

PART II. *SPECIAL REPORT*: THE 1985 MISSOURI SCHOLARS ACADEMY—A COMMITMENT TO EXCELLENCE 17

PART III. STATEWIDE STATISTICS

Financial, student, staff, transportation, program, and other related statewide data 33
(See page 33 for list of Tables and Graphs)

PART IV. LOCAL EDUCATION AGENCY STATISTICS

Table 1 Apportionment and Payment of State School and Textbook Monies—1984-85 74
Table 2 Summary of Financial Data of School Districts by County—1984-85 97
Table 3 Classification and Organization in Public School Districts—1984-85 119
Table 4 Receipts by Source Available for Use for Current Expenditures—1984-85 137

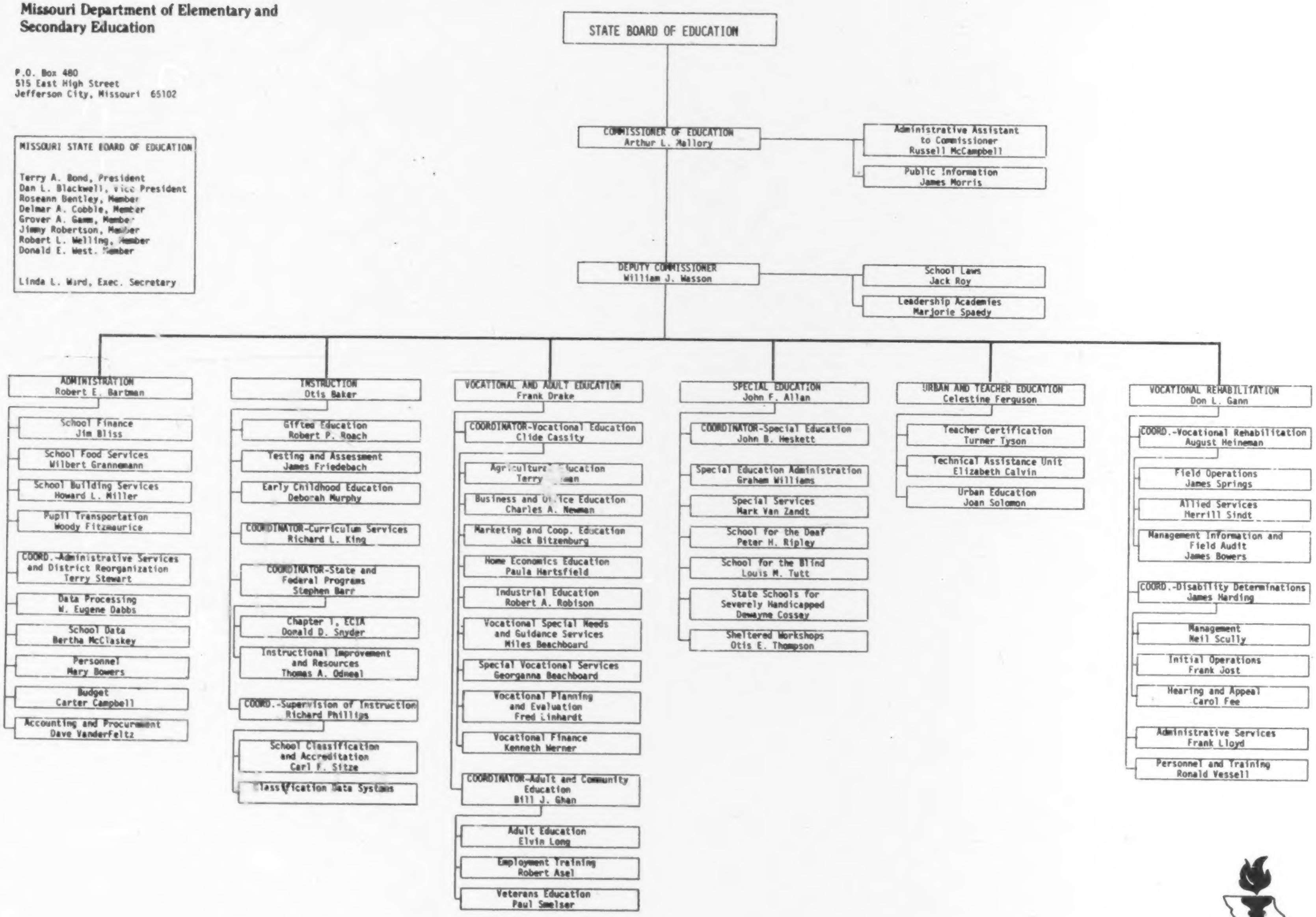
Missouri Department of Elementary and Secondary Education

P.O. Box 480
515 East High Street
Jefferson City, Missouri 65102

MISSOURI STATE BOARD OF EDUCATION

Terry A. Bond, President
Dan L. Blackwell, Vice President
Roseann Bentley, Member
Delmar A. Cobble, Member
Grover A. Gamm, Member
Jimmy Robertson, Member
Robert L. Welling, Member
Donald E. West, Member

Linda L. Ward, Exec. Secretary


STATE BOARD OF EDUCATION
COMMISSIONER OF EDUCATION Arthur L. Mallory
Administrative Assistant to Commissioner Russell McCampbell
Public Information James Morris
DEPUTY COMMISSIONER William J. Wasson
School Laws Jack Roy
Leadership Academies Marjorie Spaedy
ADMINISTRATION Robert E. Bartman
School Finance Jim Bliss
School Food Services Wilbert Grannemann
School Building Services Howard L. Miller
Pupil Transportation Woody Fitzmaurice
COORD.-Administrative Services and District Reorganization Terry Stewart
Data Processing W. Eugene Dabbs
School Data Bertha McClaskey
Personnel Mary Bowers
Budget Carter Campbell
Accounting and Procurement Dave Vanderfeltz
INSTRUCTION Otis Baker
Gifted Education Robert P. Roach
Testing and Assessment James Friedebach
Early Childhood Education Deborah Murphy
COORDINATOR-Curriculum Services Richard L. King
COORDINATOR-State and Federal Programs Stephen Barr
Chapter I, ECIA Donald D. Snyder
Instructional Improvement and Resources Thomas A. Odneal
COORD.-Supervision of Instruction Richard Phillips
School Classification and Accreditation Carl F. Sitze
Classification Data Systems
VOCATIONAL AND ADULT EDUCATION Frank Drake
COORDINATOR-Vocational Education Clide Cassity
Agricultural Education Terry [illegible]
Business and Office Education Charles A. Newman
Marketing and Coop. Education Jack Bitzenburg
Home Economics Education Paula Hartsfield
Industrial Education Robert A. Robison
Vocational Special Needs and Guidance Services Miles Beachboard
Special Vocational Services Georganna Beachboard
Vocational Planning and Evaluation Fred Linhardt
Vocational Finance Kenneth Werner
COORDINATOR-Adult and Community Education Bill J. Ghan
Adult Education Elvin Long
Employment Training Robert Asel
Veterans Education Paul Smelser
SPECIAL EDUCATION John F. Allan
COORDINATOR-Special Education John B. Heskett
Special Education Administration Graham Williams
Special Services Mark Van Zandt
School for the Deaf Peter H. Ripley
School for the Blind Louis M. Tutt
State Schools for Severely Handicapped Dewayne Cossey
Sheltered Workshops Otis E. Thompson
URBAN AND TEACHER EDUCATION Celestine Ferguson
Teacher Certification Turner Tyson
Technical Assistance Unit Elizabeth Calvin
Urban Education Joan Solomon
VOCATIONAL REHABILITATION Don L. Gann
COORD.-Vocational Rehabilitation August Heineman
Field Operations James Springs
Allied Services Merrill Sindt
Management Information and Field Audit James Bowers
COORD.-Disability Determinations James Harding
Management Neil Scully
Initial Operations Frank Jost
Hearing and Appeal Carol Fee
Administrative Services Frank Lloyd
Personnel and Training Ronald Vessell

REVISED JULY, 1985

The Missouri State Board of Education

Terry A. Bond, President
Clayton

Dan L. Blackwell, Vice President
Lee's Summit

Roseann Bentley
Springfield

Delmar A. Cobble
Jackson

Grover A. Gamm
Ewing

Jimmy Robertson
St. Joseph

Robert L. Welling
Warrensburg

Donald E. West
St. Louis

Arthur L. Mallory
Commissioner of Education

Linda L. Ward
Secretary, State Board of Education

The State Board of Education was established in its present form by the Missouri Constitution of 1945. The State Board of Education consists of eight lay citizens appointed by the Governor with advice and consent of the Senate. Article IX, Section 2(a) also states that no more than four members of the Board may belong to the same political party. State Board members are appointed for eight-year terms which are arranged so that only one term expires each year. The Board elects its own officers.

The responsibilities of the State Board of Education extend from preschool through postsecondary and adult education programs. These responsibilities include:

- Establishment of policies for the leadership, service and regulation of public education. These policies are administered by the Missouri Department of Elementary and Secondary Education.
- Operation of the State School for the Blind and the State School for the Deaf.
- Operation of State Schools for Severely Handicapped Children.
- Classification of schools and certification of teachers.
- Administration of vocational education, vocational rehabilitation and veterans' education programs.
- Administration and supervision of programs under the Elementary and Secondary Education Act of 1965 and other federal programs.
- Apportionment of state moneys.
- Publication of laws relating to schools.
- Collection and publication of information which reflects continuously the condition and management of the state's public schools.

PART I. REPORT OF THE YEAR COMPLETED

The Year in Review

By Arthur L. Mallory, Commissioner of Education

The 1984-85 school year in Missouri was—quite simply and without exaggeration—a landmark, a watershed in the history of our state's educational system. Because of the year's events, public education in Missouri will never be quite the same again, and it is likely to become profoundly different in the years ahead.

Across the country, 1984-85 was a time for action to upgrade public education, as the trend toward school reform reached "movement" proportions. This trend, fueled by a high level of public and political interest, added momentum to the effort by state lawmakers, state boards of education, local school districts and other groups to promote various school-improvement measures.

During 1984-85, the time was uniquely right for such efforts. As William Shakespeare wrote in *Julius Caesar*, "There is a tide in the affairs of men, which taken at the flood leads on to fortune." In more contemporary terms, Shakespeare's "tide" became known as "the window of opportunity," and policymakers moved quickly to take advantage of this special moment in history, when the climate was favorable for change and progress.

These favorable conditions produced two key results in Missouri during 1984-85. First, the General Assembly enacted "The Excellence in Education Act of 1985," an omnibus law which includes several ambitious school-improvement measures. Governor John Ashcroft signed the measure into law on May 23, 1985. Second, the Legislature approved a record increase in state funding for public schools. Legislators appropriated a total of $832.5 million in basic support for schools through the Foundation Program during Fiscal Year 1986—an increase of $102.5 million over the previous year.

Together, these two actions show that Missouri has made a new commitment to supporting and improving public education. The Excellence in Education Act, for example, is considered by many to be the most significant education-related law ever enacted in Missouri. The law is particularly noteworthy because it was drafted, introduced, debated, amended, and enacted within a single legislative session. Although ambitious and controversial in some respects, the Act sets important goals for school improvement and it addresses all phases of education simultaneously—from teacher training and certification to curriculum standards and testing for students.

Missouri took decisive steps during 1984-85 to implement a comprehensive package of statewide school-reform measures. Based largely on recommendations of the State Board of Education, these initiatives will have a lasting impact on students, schools, and the teaching profession in Missouri.

"Missouri has made a new commitment to supporting and improving public education," says Commissioner Mallory.

[See pages 11 and 12 for a summary of the major provisions and requirements of the Excellence in Education Act.]

Recognizing that many of the reform measures set forth in the new law cannot be achieved without increased financial support, the General Assembly also approved the biggest one-year increase in history in state funding for the Foundation Program, the major source of basic aid to local schools. This action was extremely significant, both in tangible and symbolic terms. Local schools, of course, will benefit from additional state support and should be able, as a result, to provide improved teachers' salaries and other needed services. The increase in funding is particularly significant because it reverses the pattern of cutbacks and slow growth which the Foundation Program has experienced for the past several years.

The funding increase, however, may be even more important in terms of what it signifies for the future. In approving the Excellence in Education Act, the Legislature created new programs (such as the "career ladder" and "incentives" grants) which will require additional state funding in the future. The cost of such new programs will be *in addition to* the essential and basic support which schools receive through the Foundation Program. With its action to increase Foundation Program aid by $102.5 million, I believe the General Assembly demonstrated its determination to make a sustained effort to increase the level of basic state support for education while establishing new goals and priorities for the future.

At the beginning of the 1984-85 school year, the State Board of Education formally requested an increase in Foundation Program funding of $143.5 million. This request was part of the

Board's proposed plan to raise state support for the Foundation Program by approximately $430 million—an initiative designed to boost Missouri's per-pupil investment in education to the national average by 1988.

While the $102.5 million increase approved by the General Assembly fell short of the amount requested by the State Board of Education, legislative leaders expressed strong support for the goals and rationale of the Board's three-year funding proposal. The record increase in Foundation Program aid is a big step in the right direction for Missouri, and the Legislature is to be commended for committing a greater portion of the state's resources to educational improvement.

1984-85 Education Statistics in Brief

Number of Public School Districts	546
Fall Enrollment	
High School Districts (K-12)	782,382
Elementary Districts (K-8)	11,411
State Total (K-12)	793,793
High School Graduates	51,306
Number of Staff	
Classroom Teachers	47,338
Principals/Assistant Principals	2,382
Superintendents	448
Asst. Superintendents & Other Central Office	729
Other Certificated Staff	4,565
Total of All Staff	55,462
Average Salaries of Staff	
Classroom Teachers	$20,452
Principals/Assistant Principals	32,231
Superintendents	38,670
Asst. Superintendents & Other Central Office	35,484
Other Certificated Staff	22,822
Average of All Staff	21,498
Current Expenditures	
State Total	$2,050,520,288
Current Expenditures per ADA*	$2,872
Average School Tax Levies (After Adjustment)	
High School Districts	$3.35
Elementary Districts	$2.97
Average for All Districts	$3.28

**Average Daily Attendance*

A Shared Commitment

During July and August of 1984, the State Board of Education and I conducted a series of seven special meetings across the state to outline recommendations included in the Board's special report, *Reaching for Excellence: An Action Plan for Educational Reform in Missouri*. Adopted by the Board in March of 1984, this report included more than 50 specific goals and proposals for improving public education. It was developed in response to the national report, *A Nation at Risk,* and was intended to provide a "working agenda" specifically geared to the needs and concerns of our state.

One of the key elements of the Board's *Action Plan* was the proposed three-year plan to boost Foundation Program funding by approximately $430 million over a three-year period. As the "first installment" of this initiative, the Board requested an increase of $143.5 million in Foundation Program funding for the 1985-86 school year. The Board's three-year plan was designed to achieve the following goals:

1. Close the gap between Missouri and the rest of the nation in per-pupil spending for education by 1988.
2. Restore a level of state support for education which existed in the past. During 1984-85, for example, 27.2 percent of Missouri's general revenue was budgeted for education through the Foundation Program—a substantial decline from the level of 34.3 percent that existed in 1980-81.
3. Enable school districts to continue improving teachers' salaries.
4. Enable school districts to meet recent school-reform mandates.
5. Provide greater equity in school funding by improving the equalizing power of the Foundation Program.

During the series of special meetings which the Board conducted during the summer of 1984, a special effort was made to emphasize the connection between school-improvement initiatives and adequate funding for schools. For example, I often stated that the campaign for school reform in Missouri should be "a package deal," an effort combining new standards and requirements with the financial support needed to allow schools to meet new expectations.

Special meetings were held at Cape Girardeau, Springfield, Hannibal, St. Joseph, Kansas City, Columbia, and in St. Louis County. At each location, members of the State Board of Education met with local school officials to discuss school-improvement and funding proposals included in the Board's *Action Plan.* In addition, the Board held a press conference at each site to outline its recommendations.

The press conferences were unusual events, because the State Board of Education and I seldom hold formal "press conferences" to focus attention on particular issues. These meetings, however, proved to be quite effective in promoting public discussion about current school-reform and funding issues.

This discussion and debate continued during the fall of 1984 as the Department of Elementary and Secondary Education conducted its annual series of Regional Educational Conferences. About 5,000 citizens and educators took part in these 10 meetings across the state. The theme was "Reaching for Excellence: A Shared Commitment." The goal was to review proposals included in the Board's *Action Plan* and to discuss directions for the future in the area of school improvement.

During the Regional Educational Conferences and throughout the year, the State Board of Education stressed that the campaign for school reform must be a "shared commitment" involving all Missourians and all levels of government. It is clear that educational reform cannot be achieved simply by legislative mandate or state-level policy. School reform will result only if there is a "grassroots" effort involving local schools, communities, teachers, parents and students.

The 5,000 Missourians who took part in the 1984 Regional Educational Conferences strongly endorsed the proposals included in the Board's *Action Plan*, and more than 90 percent of the participants favored the Board's three-year funding plan for the Foundation Program. In addition, nearly every school district in the state took formal action during 1984-85 to endorse the *Action Plan*, thereby demonstrating an unprecedented level of agreement and unity within Missouri's educational community. This level of consensus about funding priorities and the need for specific reform policies paved the way for action by the General Assembly.

Terry A. Bond, (left), a Clayton attorney, served as president of the Missouri State Board of Education during 1984-85. He is shown here testifying before the Senate Education Committee when the Excellence in Education Act of 1985 was introduced.

Robert L. Welling (below, at podium), 1983-84 president of the State Board of Education, outlined the Board's three-year funding plan for public schools during a meeting with local officials. The Board held seven meetings and press conferences across the state during the summer of 1984 to provide information about its school-reform proposals.

The Excellence in Education Act

During its 1984 session, the Legislature established a Joint Interim Committee that was charged with studying current trends in school reform across the country and developing proposed legislation for Missouri. This committee was made up of five senators and five representatives. Cochairmen for the group were Senator Roger Wilson (D-Columbia) and Representative Annette Morgan (D-Kansas City).

Beginning in July 1984, the Interim Committee spent six months conducting hearings, meeting with policymakers from across the country, and studying major school-reform programs which recently had been adopted in other states. Although the committee was quite independent in its activities, I was gratified by the fact that legislators relied heavily on the ideas and proposals included in the State Board of Education's *Action Plan*.

The Interim Committee eventually developed separate versions of an omnibus school-reform law which were formally introduced during February 1985. The major difference between the House and Senate versions centered on funding methods for certain programs included in the legislation; otherwise, the two bills were nearly identical.

These measures were the subject of intense debate during much of the General Assembly's 1985 session, but the two bills were eventually combined and enacted. The final version—"Conference Committee Substitute #2 for

Senate Committee Substitute for House Committee Substitute for House Bill 463"—was overwhelmingly approved by the House and Senate on May 8. The Excellence in Education Act of 1985 was approved by a vote of 30-2 in the Senate and by a margin of 122-29 in the House of Representatives.

Senator Roger Wilson and Representative Annette Morgan provided invaluable leadership in winning passage of this landmark law. Former educators in the public schools, both Wilson and Morgan were sensitive to the concerns of educators as the Act was being drafted and debated, and they actively sought the input of teachers and school officials. They developed an ambitious, far-reaching law, but with an understanding of what could realistically be achieved by local schools throughout the state.

Governor John Ashcroft also was a key participant in the passage of the Excellence in Education Act. Elected by a strong popular vote in November of 1984, Governor Ashcroft had concentrated heavily on educational issues during his campaign. In his first major address to the General Assembly in January of 1985, the governor also devoted a large portion of his comments to school-reform and funding issues. Throughout 1984-85, the governor and his staff worked effectively with legislators and the State Board of Education as the Excellence in Education Act was being developed and debated.

Following the General Assembly's passage of the Act, Governor Ashcroft called the law "a great victory for excellence in education and the future of Missouri. . .This legislation will provide the framework for new standards of excellence in our schools and bring a greater degree of accountability to Missouri's educational system."

The Challenge of Change

The Excellence in Education Act is a milestone for Missouri. It has the potential for improving teaching and learning throughout our state. Although it includes some new ideas and policies, there is nothing "radical" or "surprising" about the law. Some critics believe the Act may be too ambitious or too expensive, but it will succeed because of the strong popular, professional and political support it has attracted, and because of our willingness to work hard to see to it.

It will take time to implement all the programs and policies included in the Excellence in Education Act. Although several major provisions of the law do not take effect until 1988, for example, it will be necessary to begin planning and preparing for these new measures almost immediately. A great deal of work needs to be done—both at the state and local levels—in order to assure that the law is implemented properly and that its ambitious goals can be achieved.

The Excellence in Education Act—along with other recent steps designed to upgrade education—establishes new priorities for Missouri's educational system. As a result, Missourians will be required to change many of their traditional views and attitudes about education—and this may be a discomforting process for many. Citizens, educators and policymakers in Missouri, however, agree that it is *time* for change; that the "window of opportunity" is, indeed, open. To meet the challenges of the future, Missouri's educational system must adapt, grow and change.

Several ingredients are necessary for Missouri to respond effectively to these challenges:

- Educational and political leadership will be essential.
- Understanding and support of the goals of educational reform by the general public will be essential.
- Additional state and local funding for schools will be essential as we implement new policies and programs.
- A long-term commitment to work for educational improvement will be essential. The achievements of a single year, no matter how impressive, will not provide an adequate foundation for the future.
- A positive attitude, **the key ingredient,** also is essential. Missouri can achieve genuine school reform and create better schools for the future—if we **want** to do so; if we **believe** we can reach the goals established by and for ourselves.

Over the past two years, and particularly during 1984-85, we have established "excellence" as the proper goal and standard for Missouri's educational system. Now, we must live up to our own expectations. I believe Missouri is prepared to meet that challenge. ☐

*"**This legislation signals** our determination to build a future of maximum opportunity, development and growth for Missouri's children," said Gov. John Ashcroft (center) as he signed the Excellence in Education Act of 1985. The governor is pictured here with legislative leaders during the May 23, 1985, bill-signing ceremony.*

Major Provisions of the Excellence in Education Act of 1985

Testing Program

Local districts will be required to have testing programs which measure competency in seven subject areas: English, reading, language arts, science, mathematics, social studies and civics. The Department of Elementary and Secondary Education will identify "key skills" relating to the seven subject matter areas; these will provide a basis for local testing programs. Testing programs in local districts must include, but are not to be limited to, criterion-referenced tests approved by the Department. The Department also is required to test a statewide sample of students to assess progress on the identified key skills. This section will be effective in the 1985-86 school year.

Discipline Policy

Beginning with the 1985-86 school year, each district must have a policy on discipline. The policy must include the consequences of failure to obey the standards of conduct set by the local board of education. District personnel will not be civilly liable for actions taken in conformity to the policy.

Incentives for School Excellence

The Act creates a special incentive program to encourage district- or building-level projects intended to improve instruction and student performance. Both variable match and 100% state-funded programs will begin during 1986-87. A 21-member advisory committee was appointed to make recommendations to the State Board of Education regarding incentive projects.

Excellence in Education Fund

This fund was established to accommodate funds appropriated for and fees received as a result of reform activities. Earned interest is to be credited to the fund. The annual increase of appropriations to this revolving fund is not to exceed one-third the annual increase in appropriations for the Foundation Program.

Nonrenewable One-Year Scholarships

Nonrenewable scholarships of $2,000 will be available to students who pursue a career in teaching and who are at or above the 85th percentile in class rank or on scholastic tests. State funds will provide $1,000 for each scholarship, with the balance to be funded by participating colleges or universities. Persons receiving scholarships must complete their teacher education program and teach in a Missouri public school for a period of five years. If either condition is not met, the scholarship will convert to a loan.

Minimum Salary for Teachers

The state will fund a minimum salary program, beginning at $15,000 in 1986-87 and increasing at $1,000 intervals each year until the minimum salary level reaches $18,000 (in 1989-90). Beginning with the budget request for Fiscal Year 1991, the Commissioner of Education shall present information to the General Assembly about average teacher salaries in Missouri, regional average salary data, national salary data, and a plan for increasing teacher salaries in Missouri based upon this data. Teachers receiving salary supplements under this section shall continue to receive the district base pay plus appropriate annual district salary increases.

Professional Teacher & Administrator Act

●*Assistance for Preservice, Beginning and Practicing Teachers.* Beginning September 1, 1988, programs for preservice, beginning and practicing teachers are to be established. Students desiring to enter teacher training programs must meet established standards on an entry-level test; graduating students must meet exit assessment requirements prior to certification. Beginning teachers will follow a professional development plan for their first two years, with the plan to be developed by a professional development committee selected by district faculty members. Further assistance will be provided by the teacher training institution which graduated the beginning teacher.

●*Administrator Assessment Center.* Beginning September 1, 1988, the Department will implement an administrator assessment process which will involve all prospective administrators. The assessment process may include simulations and observations and will need to be completed satisfactorily prior to administrative certification.

●*Principal-Administrator Academy.* Beginning in September 1985, the Department will begin a principal-administrator academy to provide a variety of educational and training programs for school leaders. The Department may provide these programs directly or through contract and may collect fees to cover expenses.

●*School Administrator Evaluation.* Beginning with the 1985-86 school year, local boards of education are required to conduct a comprehensive performance based evaluation of school administrators and superintendents.

●*Tuition Assistance Program.* All principals and instructional supervisors, classroom teachers and other certificated personnel will be eligible each year for tuition reimbursement for no more than three credit hours in the area for

(Continued on next page)

which they are certificated and employed for the following year. Reimbursement for courses taken will be dependent upon the grade received, with those obtaining an A or a B receiving 100% and those with less than a B not receiving reimbursement. Also, those taking economics classes and achieving a grade of A or B will receive full reimbursement. This section becomes effective in 1986-87.

Career Ladder

Beginning no later than September 1, 1986, the career advancement (career ladder) program for teachers, guidance counselors and librarians will be implemented and funded by state revenue and local district matching funds. The Department will develop a model career ladder plan, and districts will have the option of adopting the model plan or another plan approved by the Department. Local district participation is optional as is teacher participation in districts providing a career ladder plan.

Funding for the career ladder will be on a variable match basis which will be determined by the equalized assessed valuation as adjusted by a district's income factor. Districts will be ranked by the adjusted valuation and then separated into 12 sections. The variable match will range from 35% state funds/65% local funds to 90% state/10% local funds. Districts which increase local levies to participate in a career ladder plan will receive a 5% bonus on the matching provision. All approved career plans must contain three steps, admission and advancement criteria and be consistent with teacher certification requirements. Supplemental pay for the three steps will be up to $1,500, $3,000 and $5,000.

Student Loan Program

Beginning in 1985-86, the Missouri prospective teacher loan program will be established. It is to be funded entirely by state general revenue and will be administered by the Coordinating Board for Higher Education. The loans available during the first three years of the program are not to exceed $1,000 each, with the maximum loan amounts in latter years to be determined by the Coordinating Board. The State Board of Education, with advice of the Commissioner, will determine areas of critical need in both certification and geographic areas.

School Entry Age & Early Assessment

The Act provides that a child whose 5th birthday (for kindergarten) occurs before **September 1** or whose 6th birthday (for first grade) occurs before **October 1** shall be considered of age to begin school during **1985-86** and may be counted for state aid purposes. In subsequent years, the entry-age requirements will be as follows:

To Enter Kindergarten, Age 5 before:
—August 1 in 1986-87
—July 1 in 1987-88 and each year thereafter

To Enter First Grade, Age 6 before:
—September 1 in 1986-87
—August 1 in 1987-88
—July 1 in 1988-89 and each year thereafter

Beginning in 1985-86, school districts *may* provide an assessment program to determine school readiness of a child whose 5th birthday (for kindergarten) or 6th birthday (for first grade) occurs on or after **July 1** but not later than **September 30.** However, if parents request such an assessment, school districts *must* provide it at no charge. For 1985-86, would-be kindergartners with September birthdays are the only children who would benefit from an early-entry assessment. According to the Act, each school district may determine its own methods and criteria for early-entry assessment. A child who begins school under these early-entry provisions in one school district shall be eligible for state aid and shall be eligible to enter any other school district in the state.

Foundation Formula Change

Beginning in 1985-86, the method of computing the amount received per eligible pupil *for the previous year* is to be determined by dividing the amount received the previous year by the number of eligible pupils on which the aid was based or by the actual number of eligible pupils for the preceding school year. This provision is intended to benefit districts with increasing student enrollment.

Not-for-Profit Agency Services

The bill contains an amendment to the early childhood education statutes allowing school districts to contract with approved not-for-profit private agency programs for parent education, developmental screening and programming for youngsters under age 5. If a school district is unable to offer such services, it must contract with another district, public agency or state-approved not-for-profit agency.

Reassessment/Local Levies

The bill provides for a local levy to be increased after reassessment to the constitutionally established limit of $3.75 by a *simple majority.* Previously, if a district faced a 2/3 vote requirement prior to reassessment, any increase thereafter required a 2/3 vote. The bill further provides for retention of levy increases voted by district patrons prior to reassessment rollback, if the requested increase was based upon reassessed valuation, or revenue increases if voted and approved based upon 1984 assessed valuation.

Emergency Clause

The bill contained an emergency clause implementing the Kindergarten Assessment, School Entry Age and Reassessment provisions of the bill immediately upon the Governor's signing. The rest of the bill became effective September 28, 1985.

Committees Start Work on State "Core Curriculum" Project

In March of 1985, state education officials launched a yearlong project to develop a recommended "core curriculum" for all public schools in Missouri. An outgrowth of the State Board of Education's 1984 *Action Plan,* "the project reflects the State Board of Education's desire to establish more specific expectations for students' learning," said Commissioner of Education Arthur L. Mallory.

As it turned out, this project gave state education officials an important head start in complying with one of the major programs included in the Excellence in Education Act, the sweeping school-reform law enacted two months later.

Commissioner Mallory appointed a 40-member steering committee for the project that was made up of business and civic leaders across the state as well as leading educators. In addition, the Department of Elementary and Secondary Education appointed four subject-area committees to outline learning goals for the areas of reading/language arts, mathematics, social studies and science. Each subcommittee included about 20 teachers, administrators, professors and curriculum specialists.

The goal of the project is to define a sequence of knowledge and skills which schools should teach and which students should learn from the beginning of kindergarten until the end of the typical "required curriculum," which is usually at the tenth grade level, said Otis Baker, assistant commissioner of the Department's division of instruction and director of the project.

The tenth grade is when most students begin "branching out, taking elective courses, and selecting college-prep or vocational programs," Baker explained. "Our aim is to define an academic program which every student could complete by the end of the sophomore year and still have every option open to him or her."

The "Core Curriculum Competencies" project, as it was officially known, soon took on greater significance, following enactment of the Excellence in Education Act of 1985. The new law includes a provision requiring the Department of Education to define "key skills" in seven subject areas. Beginning with the 1986-87 school year, local school districts and the state education agency will be required to administer new tests to measure students' progress on the key skills. (See page 11 for details about the key skills/testing requirements.)

The committees involved in the core curriculum project met regularly throughout 1985 and worked closely with Department of Education officials in drafting the key skills.

Highlights of 1984-85

Marilyn Dedrickson (at podium), a third grade teacher in the St. Joseph School District, was honored as Missouri's Teacher of the Year for 1984-85. Mrs. Dedrickson is shown here with Gov. Ashcroft, members of her family and friends after receiving an honorary proclamation from the governor on May 15, 1985.

Seventh Graders Take Basic Skills Test for the First Time

Missouri eighth graders posted modest gains on the Basic Essential Skills Test (BEST) during 1985 and were joined for the first time by seventh graders in taking the mandatory test of basic academic performance.

A tabulation of statewide BEST scores was presented to the State Board of Education in June. The BEST was administered in local schools throughout the state from March 1-15.

Of the 60,500 public school eighth graders tested in 1985, 77.1 percent passed all three sections of the written BEST—a 2.2 percent increase over 1984. Eighth graders scored highest in the area of reading/language arts (95.6 percent passing) and lowest in math (83.4 percent passing). The passing rate of 86.6 percent in government/economics was virtually unchanged from the 1984 level.

In 1985, for the first time, 25,677 seventh graders also took the BEST.

More than half of them (51.3 percent) passed all three sections of the BEST on their first try.

Of the state's 546 school districts, 267 took part in the voluntary testing of seventh graders.

Six Schools Win National Recognition

Six public schools in Missouri earned national honors in the 1984-85 Secondary School Recognition Program conducted by the U.S. Department of Education.

Secretary of Education William Bennett announced the winning schools on June 20, 1985. They were:

Clayton High School
Hickman High School, Columbia
Parkway North High School,
Creve Coeur
Wydown Jr. High School, Clayton
Jennings Jr. High School
Holman Middle School, Pattonville

The Missouri schools were among 212 public schools across the country chosen for this honor. Thirteen schools in Missouri (eight high schools and five junior high schools) were originally nominated for the recognition program earlier in the year.

Three classroom teachers were chosen to represent Missouri in NASA's "Teacher in Space" program during 1984-85. A total of 218 teachers in public and private schools across the state applied. Six finalists were chosen at the state level before two primary candidates and one alternate were selected for the nationwide competition. The winners were announced April 12, 1985, at Jefferson City, and the three teachers were greeted by Gov. Ashcroft (above). Missouri's Teacher in Space candidates were (left to right): Jan Alderson, Raytown South High School (alternate); Christopher Brown, McCluer North High School; and Kent Kavanaugh, Park Hill R-V High School.

Board Appoints New Advisory Council on Certification

In March 1985, the State Board of Education appointed a 25-member committee known as "MACCE"—the Missouri Advisory Council of Certification for Educators. The group will play a major role in rewriting professional standards for teachers and administrators over the next three years.

The new advisory council is required by a 1984 state law which calls for significant changes in training and licensing procedures for educators. One of the major provisions of that law calls for elimination of "life teaching certificates" after September 1, 1988.

The MACCE will make recommendations to the State Board of Education concerning new certification policies which must be adopted by 1988. These policies will provide for a sequence of renewable certificates, with specific criteria to be met at each stage by professional educators.

The advisory council is required to make recommendations concerning the evaluation of teachers and administrators. It also will be involved in reviewing procedures for the revocation and suspension of teachers' certificates.

The MACCE is made up of representatives of the state's major education organizations. As required by law, 15 members of the panel are active classroom teachers. Other members include school administrators, board members, and teacher educators.

Task Force Begins Study of Special Education Issues

A statewide Special Education Task Force, appointed by the Department of Elementary and Secondary Education, was organized in 1985 to conduct a study of issues, trends and needs in education for the handicapped.

The committee was made up of more than 100 educators, parents, legislators and state officials. The panel met for the first time at Jefferson City on Feb. 4, 1985. Subcommittees of the task force met regularly during 1985 and were to submit recommendations and findings to the State Board of Education by the end of 1985.

Participants in the study included educators from all levels—teachers, administrators and university personnel. Parents, members of advocacy groups for the handicapped, legislators and staff members of state agencies that serve handicapped children and adults also participated.

The task force was organized into 10 subcommittees to study specific issues such as early childhood special education, interagency coordination, parent-school interaction, programs for the severely handicapped, funding, and use of new technology for the handicapped.

"The task force will study current trends and problems in special education, review the tremendous changes which have occurred in this field over the past decade and help develop a plan of action for the future," said Commissioner of Education Arthur L. Mallory in outlining the goals of the task force.

Legislature Approves Funding for Early Childhood Programs

During its 1985 session, the General Assembly appropriated $2.8 million to fund new screening and parent-education services in public schools during the 1985-86 school year.

The new funds will be used to implement expanded preschool services, as authorized by the Early Childhood Development Act of 1984 (Senate Bill 658). The 1984 law provided for state support of new preschool services in local districts, but no funding was authorized at that time.

As a result of the $2.8 million appropriation, school districts will be eligible for the first time to receive $15 per child for developmental screening of 1- and 2-year-olds, plus $150 for each family served in a voluntary parent-education program (for families with children from birth to age 3).

Schools Join Pilot Project for Rating "Academic Output"

Missouri school districts could earn a grade of "AA-plus" or "AAA-plus" in the future, depending on their students' test scores.

During 1984-85, 32 school districts volunteered to work with state education officials to test the idea of adding a special distinction, based on student achievement, to the state's current school classification system.

The pilot program, approved by the State Board of Education during June 1984, included the use of state-developed and national tests in grades 2, 4, 6, 8, 9 and 12. State and local school officials will see if students can meet predetermined performance standards on the tests.

The pilot testing program is known as the Voluntary Academic Achievement Standard. It was developed by the Department of Elementary and Secondary Education to provide a measure of student achievement in the state's minimum standards for school districts.

Commissioner of Education Arthur L. Mallory called the experimental testing program "a major initiative which could add a new dimension to the way local schools are evaluated." Mallory said he hopes a system for granting the "plus" ratings to school districts on a voluntary basis could be available on a statewide basis within two years.

The State Board of Education will study the outcome of the pilot program before deciding to offer it statewide.

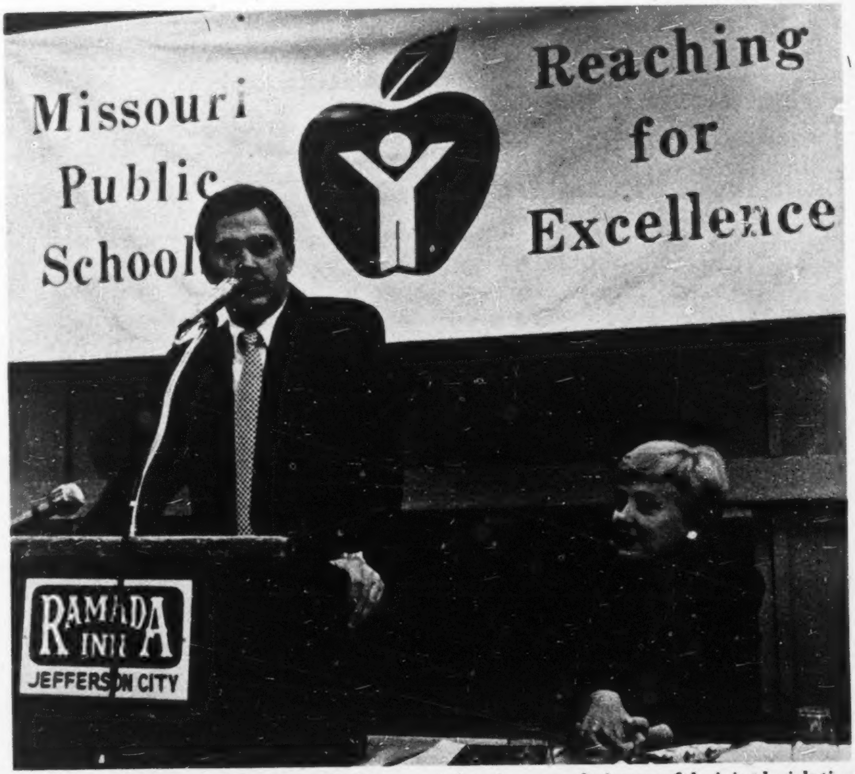
"Lighthouse Schools" Project to Promote Expansion of IMS

Sixteen school districts and one university-based lab school joined with state education officials during 1984-85 to encourage wider use and acceptance of the Instructional Management System (IMS). The 17 schools, representing all areas of the state, were selected during the fall of 1984 to take part in the "Lighthouse Schools" project, organized by the Department of Elementary and Secondary Education.

The IMS concept, first adopted as a priority by the State Board of Education in 1981, is an approach to organizing curriculum, instruction and testing to improve students' academic performance. The Board and the Department encourage all school districts to adopt the IMS concept—at least for teaching basic skills in the primary grades.

The project has two main goals. First, because the participating schools applied to participate in the Lighthouse project and made a commitment to adopt the IMS concept, the Department of Education will make a concentrated effort to assist those schools with staff training and curriculum development.

The second goal of the project is to build a network of school districts across the state that can serve as "IMS models" for other schools.



Sen. Roger Wilson and Rep. Annette Morgan (above) were cochairmen of the joint legislative committee which developed the Excellence in Education Act of 1985. They are shown here addressing the annual statewide school administrators conference, sponsored by the Department of Elementary and Secondary Education, held during August 1984.

Customized Training Services Expand

More than 20,400 workers in 117 different firms across the state took part in "customized training" programs during 1984-85—an increase of more than 50 percent over the previous year. More than $1.5 million in state funds were spent on customized training services during the year. The rapid expansion of customized training services during recent years reflects Missouri's growing commitment to attract and assist business and industry.

The Industry Training Program (ITP), conducted by the Department of Elementary and Secondary Education, works with local schools, private sector representatives and economic development officials at the state level to provide training services that are tailored to the needs of new, existing and expanding enterprises in the state. Training services were provided by 44 area vocational-technical schools, community/junior colleges and state universities during 1984-85.

Seniors Earn New "College Preparatory Studies" Award

Nearly 2,000 members of the Class of '85 in public high schools across Missouri received special awards from the State Board of Education in recognition of their high achievement.

The "College Preparatory Studies Certificate," an award created by the State Board of Education in 1984, was given for the first time in 1985. Graduating seniors received the state-level recognition along with their regular high school diplomas.

Local school officials requested more than 1,950 of the certificates for qualifying seniors. The recipients represented about 250 high schools in 220 school districts.

State education officials were pleased by the number of school districts that took part in the program during its first year. "This is a unique state-level recognition for high school seniors, and we feel it can be an important incentive for students in the future," said Commissioner of Education Arthur L. Mallory.

To qualify for the certificate, a student must earn at least 24 units of high school credit. The minimum requirement for a diploma is 20 units. Students are required to have a "B" average (3.0) in the basic academic subjects (English, math, science and social studies). In addition, recipients must score above the national average on a college-entrance exam.

The State Board of Education established the College Preparatory Studies Certificate in 1984 at the same time it increased the state's minimum requirements for high school graduation. The award is intended to provide incentive and recognition for students who exceed minimum requirements and have outstanding academic records.

State Schools Celebrate 25th Anniversary

Missouri's State Schools for Severely Handicapped celebrated their 25th birthday during 1984-85. The State Schools are a network of 51 schools serving more than 2,400 severely handicapped youth, ages 5-21. The schools are operated by the State Board of Education and the Department of Elementary and Secondary Education.

The foundation of the current State Schools system was laid in 1957 when the General Assembly enacted a law authorizing programs for "trainable mentally retarded children." Passage of the law resulted from the cooperative efforts of legislators, the Missouri Commission on the Handicapped, local units of the Missouri Association for Retarded Children (MARC), and other individuals and groups concerned about improving educational services for handicapped children. The law directed the State Board of Education to establish "training centers" for children who "cannot be educated safely and adequately in the public schools with normal children. . ." and who were determined by the Board "to be capable of profiting by specialized instruction."

The following year, 1958-59, funds were appropriated to provide the first state-funded services for students on a "pilot" basis. Ten schools, serving about 178 children, were established during that first year. The first facility, known as State School No. 1, opened its doors in October. It was housed in a former Army barracks adjacent to Evangel College in Springfield. Many of those first schools (some of which did not begin operating until 1959) were located in areas where local MARC units had been providing programs for retarded children in cooperation with service clubs and other organizations.

Beginning with the 1969-70 school year, the legislature provided funds for planning and constructing special buildings for the State Schools. The first of these new facilities, the Helen M. Davis State School at St. Joseph, opened in the fall of 1970. State School No. 1 at Springfield moved into its own permanent home in 1976 and was renamed the Greene Valley State School. Today, there are 27 state-owned facilities in the system, enrolling about 85 percent of all State Schools students.

The role of the State Schools changed dramatically in 1973 when the General Assembly passed House Bill 474, mandating educational programs for all children, regardless of their handicapping conditions. Beginning with implementation of the new law in 1974-75, the State Schools' enrollment increased sharply and reached a peak of 3,356 during the 1978-79 school year. Enrollments have declined gradually since that time as local schools have improved services for handicapped children. Many students who might formerly have attended the State Schools are now served by local schools, and state policies call for severely handicapped children to be placed in regular schools unless their educational needs require the more restrictive setting of the State Schools.

In 1958-59, the State Schools began operating with 19 teachers. During 1984-85, the schools employed about 270 special education teachers. No more than 8-10 students are assigned to each teacher, and every classroom has a full-time aide to assist with instructional activities. About one-third of the students also receive occupational and/or physical therapy on a regular basis.

Part II

The 1985 Missouri Scholars Academy

a special report

A Message from the Commissioner of Education

by Arthur L. Mallory

Missouri took a significant step forward in the field of gifted education in the summer of 1985 when it introduced the first, state-financed Missouri Scholars Academy. This three-week, residential program provided truly unique educational opportunities for some of our brightest high school students—students whose special needs have often not been fully met. More than 300 students, all between their sophomore and junior years, from public and private high schools throughout the state, attended the premier Academy held at the University of Missouri-Columbia.

This special report describes how the Academy was organized, the scope of the curriculum, as well as the students and faculty who participated. I hope we are able to convey, in these few pages, some of the remarkable excitement and enthusiasm which pervaded the 1985 Academy. The students, their parents, staff and administrators alike have rated this first Academy extremely successful. Only about a dozen other states offer programs like the Academy; we are proud Missouri's Scholars Academy already is being considered a model by those interested in starting similar programs.

I believe the Scholars Academy is the result of the new commitment to "excellence in education" in Missouri. For years, our Nation geared its educational programs to the "average" student and trained teachers to teach the "average" student. We then recognized our responsibility to help students who have disabilities and handicaps, and we improved our services for them. But, for the most part, we have taken for granted the success of gifted students. Despite their high ability, gifted students do not automatically excel in school or make the most of their talents. If we are to have truly excellent schools in this State, we must accept the responsibility to teach and motivate our very best children and youth. They are tomorrow's leaders, the great artists, the great problem solvers, the great scientists who will someday find the cure for cancer. Their achievements will benefit us all. They deserve the best education we can provide.

The Scholars Academy responds to a critical need for gifted programs at the secondary level in Missouri, and it reflects the growing statewide effort to expand services for gifted students. During the 1985-86 school year, for example, 162 school districts—33 more than last year—are participating in the state-assisted program for gifted students. Those districts will receive about $5 million in state funds this year to provide specialized instruction for nearly 13,000 students. Just five years ago, there were only 79 districts in the program, and they received about $2.6 million. School districts can use these state funds to pay for up to half the cost of instructors' salaries and special teaching materials for their gifted programs.

Much of the credit for the progress we have seen goes to the parents of gifted students who have so eloquently stated the need for programs and to the local school officials who have responded to their concerns. Thanks also are due the Missouri Legislature, which not only approved the special $345,362 appropriation for the first Scholars Academy but also authorized a record increase in general funding for education in 1985. I also want to express appreciation to the members of the advisory committee who helped us plan the 1985 Scholars Academy, and to those individuals who served on the subcommittees for curriculum, evaluation, and student and faculty selection. We couldn't have done it without you!

Plans are well underway for Missouri's 1986 Scholars Academy, which will again be held on the campus of the University of Missouri-Columbia. With a few minor adjustments in the program, we believe the second Missouri Scholars Academy may even be better than the first!

The Missouri Scholars Academy
—*A Commitment to Excellence*

We have different names for them—bright, talented, smart, gifted. But no matter what label we assign, they are our most valuable asset. They are tomorrow's leaders, policy-makers and poets, captains of science and industry. Across the nation and in Missouri, we have come to realize they deserve special attention.

In Missouri, elementary-level programs for gifted students have been growing steadily during the last 10 years. Opportunities for gifted high school students have lagged, however, and have been concentrated for the most part in the large high schools in the metropolitan areas. But in 1985, Missouri made a commitment to expanding opportunities for gifted high school students throughout the state.

With a special appropriation from the state legislature, the first Missouri Scholars Academy was held for three weeks in the summer of 1985, from June 16 to July 6, on the campus of the University of Missouri-Columbia (UMC). This first statewide, state-funded program for gifted students was organized and directed by the State Board of Education and the Department of Elementary and Secondary Education. The University hosted the program and provided classroom facilities, student housing and many other resources.

Three hundred and ten of Missouri's brightest "rising" juniors (students between their sophomore and junior years in high school) were selected to attend the Scholars Academy. They represented 241 public and private schools throughout the state. Along with the specially selected, 25-member faculty, the students applied for admission to the Academy. Of the 310 students initially selected for the Academy, all but four completed the program. (Two students were unable to attend, and two returned home for personal reasons.) There was no cost to students who attended the Academy, except for the trip to and from Columbia and incidental expenses.

Proposals for the Academy, sometimes referred to as a "governor's school" or a "summer institute," had surfaced in Missouri from time to time for more than a decade. After a group of educators and parents of gifted students incorporated the Gifted Association of Missouri (GAM) in 1981, support for the program grew. GAM developed a proposal for a "summer institute for academic excellence" and submitted it to the State Board of Education in 1983 for consideration. The Board endorsed the proposal and asked the legislature to include funds for the institute in its budget for fiscal year 1985. A bill establishing the institute also was introduced in the Missouri House of Representatives in 1984. Although legislators did not approve this bill, they earmarked $345,000 for the inaugural program in a separate appropriations bill for fiscal year 1985.

The Department of Elementary and Secondary Education then appointed a 30-member advisory committee to assist in planning the first Scholars Academy. This group included legislators, teachers, school administrators, students, parents, private sector leaders as well as Department staff. Subcommittees were formed to work on curriculum, program evaluation, and student and faculty selection. These groups spent many hours, including weekends, developing the Academy program, reviewing staff applications, interviewing faculty candidates, evaluating student nomination forms, designing instruments to measure the effectiveness of the Academy, and solving the countless problems which inevitably occur in planning a project of this magnitude.

The Academy is based on the premise that Missouri's gifted youth must be provided with special opportunities for learning and personal development in order for them to realize their full potential. With a carefully chosen faculty, a specially designed curriculum and a variety of stimulating extracurricular activities, the Academy is designed to be a unique "community of learning" for students and faculty alike.

These were identified as the major goals of the Missouri Scholars Academy:

—to help gifted students achieve their full potential and motivate them to use their abilities in attaining higher goals.

—to encourage local schools to establish and/or improve programs for academically gifted youth by providing leadership in curriculum development and teaching strategies.

—to provide the state with trained teachers and special materials which can help improve education for academically gifted students. Through the Academy, educators will learn more about gifted students, their needs and the kinds of educational experiences that satisfy them.

The 1985 Missouri Scholars Academy met these goals and more. The Academy was indeed a community of learning. Guided by this state's finest teachers, the residents of this community explored new academic ground. Teachers and scholars put in long days, driven by a mutual commitment to knowledge and inspired by the vast resources available on the University campus. The diversity of the student body itself was educational, as students from large metropolitan schools lived and studied with peers from rural schools and discovered how much they had in common. The Academy was a memorable experience for all involved—an experience that has changed the lives of the students and teachers who took part. ❧

The Students

The 310 students accepted for the 1985 Missouri Scholars Academy were members of a statewide class of 60,000-plus tenth graders. The scholars represented the top one-half of one percent of that tenth grade class. They came from 196 Missouri school districts, 241 different schools and 102 Missouri counties.

Each public school district and each private school in the state was eligible to nominate at least one sophomore student for the Academy. Larger districts and schools had the option of nominating more than one student on a prorated basis according to enrollment. Four hundred and seventy-three, or 70 percent, of the potential 682 students were nominated for the Academy by the Feb. 15 deadline. This was considered an excellent response, especially since some states with similar programs have had difficulty recruiting enough students the first year.

The schools nominating students and the students themselves had to submit detailed information to the Department of Elementary and Secondary Education. In addition to a nominee's grade point average and scores on selected intelligence and aptitude tests, the school provided evidence of the student's leadership qualities, creative ability, initiative, problem-solving ability, and personal/social maturity. Students also submitted an essay on why they wanted to participate in the Academy and how they would expect to benefit from the experience.

A selection subcommittee evaluated all student nominations. Its members included parents, representatives from private industry, as well as educators from public and private high schools, universities and colleges throughout Missouri. The narrative portions of the nominations as well as the student essays were read and scored by at least two committee members. Points assigned by the evaluators were averaged, and a final score was compiled for each student. Students were notified of their acceptance by letter.

souri Scholars Academy
1985
Missouri Scholars Academy
1985

Almost silent, this creature
Even the water looks still
Yet, I know it's alive
The liquid, so electric
No lights, yet cobalt blue
Glowing with a life all its own.
No, it's only water, inanimate.
A bubble rises to the surface,
And breaks, laughing.

—Sonja Muir, 1985
Missouri Scholars Academy
Owensville High School

The Students

Academy staff members and visitors were infused with the vigor and vitality of the young scholars. They weren't shy, retiring bookworms; they were outgoing, confident and excited about learning. Even the students themselves were a little surprised that the "smart kid" stereotype was the exception rather than the rule.

Being labeled "gifted" frustrated some students. "We hate the word 'gifted,'" one said. "It sounds snobbish, stuck up, like you're bragging. Why can't people just think of us as kids who are a little quicker than average?"

For many students, the Academy was the first time they had been away from home for any length of time. They rejoiced at finding so many peers with similar experiences to share, and many formed lasting friendships.

The Academy was a once-in-a-lifetime learning environment for some of the students. Whether they attend large schools or small schools, high-ability students often face similar problems—lack of challenge in their regular classes where they often wait for others to learn; a shortage of friends who share their interests or enthusiasm for

Intense interest in scholarship, persistent curiosity, seemingly boundless energy, and intellectual maturity characterized the members of the charter class of the Missouri Scholars Academy. Gov. John Ashcroft (below) delivered the keynote address at the Academy's opening convocation on June 16. He urged the students to develop their special talents and to use them wisely.

learning; plus jealousy and pressure from classmates who don't do as well. At the Academy, the students thrived on the fast-paced instruction and appreciated the chance to learn in a challenging environment free from the pressure of grades.

"We're challenged to learn, but not to prove ourselves," said one student.

The academic prowess of the students surprised and delighted the Academy faculty. "I've enjoyed these kids thoroughly," said one teacher. "They're so spontaneous. . .so interested. They ask me questions I haven't even thought about."

If the scholars' academic performance exceeded expectations, so did the dimensions of their talents. Many proved to be accomplished musicians, writers and orators, as well as superb athletes.

"They're smart enough to have a certain intellectual and social maturity about them," said one teacher, "but they're young enough to still want to have fun and grab the best out of life." ❧

The Standing Ovation

It could happen anywhere, anytime during the Academy. . .in the cafeteria during lunch, in class. A group of students would pop up and salute a fellow scholar with rousing applause that spelled unequivocal acceptance and support. A concept that was introduced during a get-acquainted session the first night of the Academy, the standing ovation became a tradition which summed up the spirit of this community of learning.

At the closing convocation on July 6, scholars received their certificates from Commissioner of Education Arthur L. Mallory and joined in an enthusiastic standing ovation for the Academy and its members.

Student Profile

Tenth Graders in Missouri Public Schools (1985)	64,016
Possible Academy Nominees	682
Academy Nominees	473
Students Accepted	310*
Males	143
Females	167
Minority	22
Majority	288
Rural	173
Urban**	137
Public Schools	283
Private Schools	27
Counties Represented	102

**Two students were unable to attend the Academy and two students returned home for personal reasons.*

***For purposes of this publication, urban areas were considered to be St. Louis City; St. Louis, St. Charles, Jackson and Clay Counties; and the metropolitan areas of Columbia, Joplin, St. Joseph and Springfield.*

The Staff

The job of teaching, leading, guiding and counseling 300 gifted high school students was shared by the Scholars Academy's unique and highly qualified staff of four administrators, 21 instructors and 15 resident assistants (RAs).

Heading the Academy were Robert Roach, director of gifted education programs for the Department of Elementary and Secondary Education, and Theodore Tarkow, associate dean of arts and science at the University of Missouri-Columbia. They were assisted by two program coordinators—Lee Mosley, a doctoral candidate in curriculum and instruction at UMC, and Ginny Booker, an administrator in the University's Department of Residential Life—who organized the dormitory program and supervised the resident assistants.

The instructors for the Academy were recruited from among the very best teachers in Missouri's colleges, universities and high schools, and were carefully selected through a rigorous application/interview process. More than 160 prospective instructors submitted written applications describing their qualifications and the courses they proposed to teach at the Academy. After the faculty selection subcommittee (composed of educators from throughout the state) evaluated the applications, about 100 individuals were invited to Jefferson City for interviews with the committee.

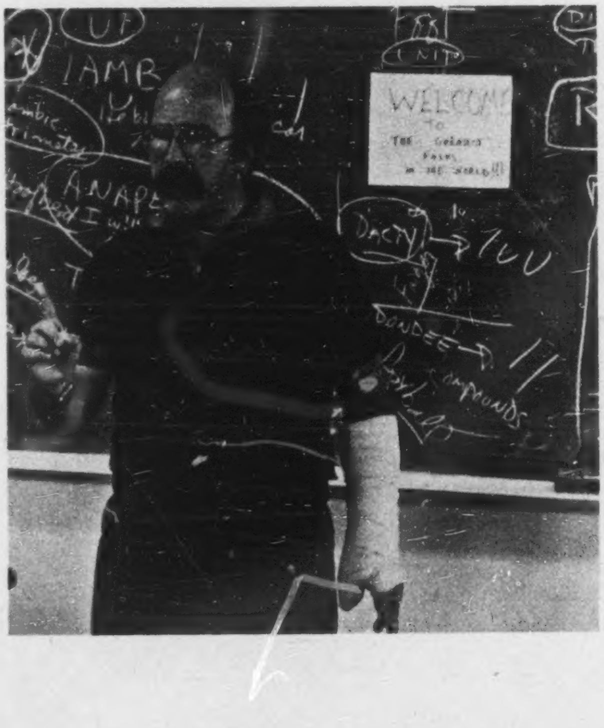
The candidates were judged on knowledge of their subject matter, communication skills, the range of their intellectual and cultural interests, their experience and interest in working with gifted students, and their organizational ability and creativity. Selected for the Academy faculty were 15 high school teachers, five college teachers and one graduate student. The Academy faculty members held degrees from universities throughout the United States and included experts in many fields, teachers recognized for exceptional work in education, published authors, outstanding scholars, and specialists in gifted education.

The Academy was truly "a teacher's paradise," according to the faculty members. They had access to facilities and resources undreamed-of in a typical high school. They faced classes of enthusiastic, hardworking students and enjoyed strong administrative support. Most found that their teaching job extended well beyond the classroom door. They gave physics demonstrations during lunch, helped the students produce an Academy "Memory Book," and directed a troupe of "guerilla" Shakespeare actors. The teachers often joined in spontaneous frisbee or hackeysack games during free times.

The resident assistant staff also was a select group, chosen for their exceptional communication skills and ability to enforce rules with compassion and good sense and to supervise a variety of recreational activities. They included college students, classroom teachers from public and private schools around the state, and a recent high school graduate. The RAs lived with the students in the dormitories; each was assigned 20 scholars, who lived in the rooms around the resident assistant, forming a "house." It was the RAs' job to make the students feel at home and to help them "survive" their first taste of dormitory life. Like the faculty members, resident assistants contributed to the Academy program far beyond their assigned duties. They helped organize athletic activities and extracurricular projects and assisted in the academic classes.

Time devoted to advance planning and staff preparation was vital to the success of the first Scholars Academy. All Academy staff members participated in a two-day planning session in April, a two-day orientation just before the Academy opened, and a two-day wrap-up session after the Academy closed.

Each member of the staff contributed to the sense of community at the Scholars Academy, bringing a unique set of talents and sharing special knowledge. They were rewarded with a fresh sense of their mission in education and a professionally and personally satisfying experience. ❧



The fast pace of instruction at the Academy challenged not only the students but also their teachers. Each member of the carefully selected faculty taught an Academy course and developed the complete curriculum for that course. An injury sustained in a friendly frisbee game didn't slow down Lou Jobst (left), who taught a popular writing course.

The Staff

The Academy Directors

Robert Roach, a native of Pulaski County in south central Missouri, is director of gifted education programs for the Missouri Department of Elementary and Secondary Education. He also has served as an elementary and secondary teacher and as an elementary principal in Missouri public schools. He is a graduate of Drury College, Springfield, and the University of South Florida.

Theodore Tarkow, has taught at UMC since 1970. Currently, he is associate dean of the College of Arts and Science and a professor of classical studies. He has served as director of the UMC Honors College, a division that provides special opportunities for academically gifted college undergraduates. He is a graduate of Oberlin College and the University of Michigan.

Program Coordinators

Ginny Booker is a program director in the UMC Department of Residential Life. She is a graduate of Emporia State University and holds a master's degree in counseling from Kansas State University.

Lee Mosley has taught in rural Missouri schools and is a graduate of Central Methodist College and Southwest Missouri State University. He is completing a doctorate in curriculum and instruction at UMC.

Resident Assistants

Julia Alsobrook, Washington
Doug Anthony, Columbia
Mark Bogue, St. Louis
Ann Bowman, Kansas City
Heidi Jo Crist, Shelbina
Jason Dixon, Gladstone
Vince Fisher, Mexico
Stacey Fowler, St. Louis
Chris Iannone, Kansas City
Mike McClaskey, Kirksville
Della Osgood, Lee's Summit
Cyndi Roper, Springfield
Marilyn Thompson, St. Joseph
Paul Tuke, Columbia
Vonda Yarberry, Kansas City

Instructors

Michael Bancroft, Rock Bridge High School, Columbia
Tom Becker, University City High School, University City
Kathryn Berry, University of Missouri-Columbia
Mark Blount, Hickman High School, Columbia
Keith Elmore, Fort Osage R-I School District, Independence
Randall Emmons, Northeast Missouri State University, Kirksville
Gene Foster, Plattsburg High School, Plattsburg
Ed Grooms, Nevada High School, Nevada
Ann Guell, University of Missouri-Columbia
William Heyde III, Horton Watkins High School, Ladue
Debra Holmes, Cole County R-V High School, Eugene
Dennis Holt, Southeast Missouri State University, Cape Girardeau
Beverly Hopkins, McCluer High School, Florissant
Louis Jobst, Bishop DuBourg High School, St. Louis
Rhonda McKee, Central Missouri State University, Warrensburg
Bill McLaughlin, Central High School, St. Joseph
William Nelson, Potosi R-III High School, Potosi
Don Priest, Rolla High School, Rolla
Paul Rahmoeller, Jefferson Junior High School, Columbia
Dexter Schraer, McCluer North High School, Florissant
Ivan Zabilka, University of Missouri-Columbia

Staff Profile

The Staff		
Directors		2
Program Coordinators		2
Instructors		21
Resident Assistants		15
Instructors		
High School Faculty		15
Public Schools	14	
Private Schools	1	
College Faculty		5
Graduate Students		1
Male		16
Female		5
Rural		8
Urban*		13
Resident Assistants		
Teachers		3
College Students		11
High School Graduates		1
Male		7
Female		8
Rural		4
Urban*		11

**For purposes of this publication, urban areas were considered to be St. Louis City; St. Louis, St. Charles, Jackson and Clay Counties; and the metropolitan areas of Columbia, Joplin, St. Joseph and Springfield.*

The Curriculum

The curriculum developed for the 1985 Missouri Scholars Academy provided diverse, unique learning opportunities. It offered students the chance to explore the knowledge of their culture as well as contemporary issues, to better understand themselves and their unique abilities, and to exercise their critical-thinking and problem-solving abilities in cooperative projects. The curriculum was divided into three major parts: academics, philosophy, and personal and social development.

Academic classes met three hours each morning, six days a week, during the three-week Academy. Twelve different classes were offered, with three in each of four major curriculum areas—science, mathematics, communications (language arts), and social studies. Science proved to be the most popular subject area with 92 students enrolled, followed by communications (75), math (73) and social studies (66). The most popular course among female scholars was "The Medium Is the Message," a language arts course. The most popular course among male scholars was "Probability and Prediction," a math course. The students selected their academic courses before the Academy started, and each was placed in his or her first-choice class. (See chart on this page for more information about the 1985 Academy classes.)

For the balance of the class day, from 1:00 to 3:00 p.m., Monday through Friday, the scholars attended classes on philosophy one day and personal/social development the next. Classes were structured so that the students attended an hour-long lecture and then met in groups of 12 to discuss the lecture topics. In philosophy, the students examined major philosophical questions from the outlook of various eminent philosophers. In their personal/social development classes, the scholars gained insight into their own special abilities, including the advantages and responsibilities they have to themselves and to society.

State education officials believe the Academy will become invaluable as a "proving ground" for curriculum materials and instructional methods which schools throughout the state can use in upgrading their services for gifted students. After the second Academy, they hope to refine and compile curriculum materials used in the program and make the package available to Missouri schools.

Another important part of the Academy program was the full schedule of extracurricular activities offered to complement and enrich the curriculum.

What They Studied

Academic courses and enrollments for the 1985 Missouri Scholars Academy:

Science (92)

- Investigating the Earth's Energy Capabilities (18)
- Research and Technology in Space (39)
- Analytical Techniques in Scientific Research (35)

Mathematics (73)

- From the Abacus to the Silicon Chip (14)
- Probability and Prediction (41)
- Patterns, Designs and Math Influence (18)

Communications (Language Arts) (75)

- Exploring the Future through Literature of the Past (17)
- The Medium is the Message (38)
- Stylistic Signatures: A Writing Experience (20)

Social Studies (66)

- On Trial—Different Places, Different Times (32)
- What Really Happened in History—Two Big Events (16)
- Significant Social Problems: An Agenda for Our Nation (18)

The Curriculum

From 3:00 to 5:00 p.m. daily, scholars participated in activities such as debate; microcomputer classes; journalism and art workshops; band and chorus; photography club; theater and creative writing classes; and ancient language classes. The students also had opportunities to tour the University library and explore the anthropology, art history and archaeology museums on the campus. The University's Career Planning and Placement Center was open to the scholars, and many of the colleges and schools within the University system hosted open houses for students interested in fields such as medicine, veterinary medicine, business, engineering, home economics, agriculture and law. A comprehensive sports program also was offered at this time.

After supper, the students attended the special Scholars Academy series of concerts, films and lectures featuring outstanding speakers from throughout the state and nation. Representatives from more than 40 schools participated in a "College Night" organized especially for the scholars. The students themselves produced the Academy Talent Show. Social activities such as an outdoor dance and a pizza party also were popular events.

During the three-week Academy, the scholars spent 54 hours in academic classes; 30 hours in philosophy and personal/social development classes, 30 hours in extracurricular activities, and 30 hours in the special evening programs. On the average, the scholars put in a 16-hour day before their 10:30 p.m. curfew. (See the schedule on page 11 to get an idea of a typical day at the Academy.) ❧

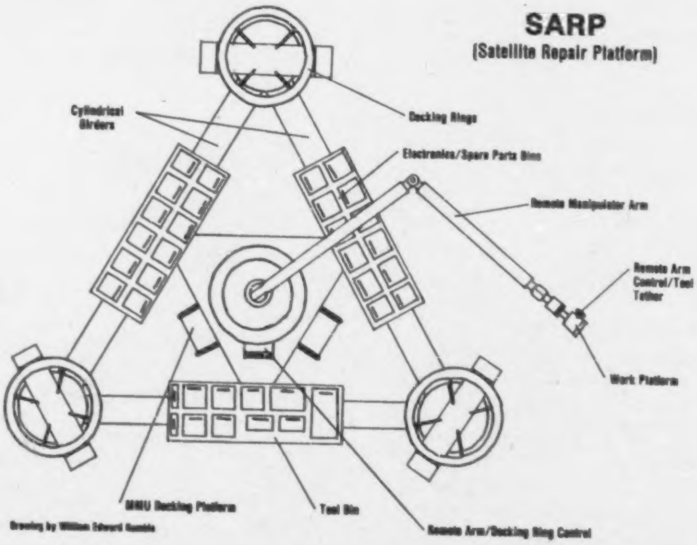
MSA Curriculum Stretches to the New Frontier

In some of their Academy courses, scholars studied familiar subjects in depth, making use of resources at the University that far exceeded any available in a normal high school. In other courses, such as the Research and Technology in Space course taught by Tom Becker and Ivan Zabilka, the students were able to explore new subjects.

Starting with the first applied modern rocket—the German V-2—the students examined all aspects of space technology in the past 28 years. As part of the course, the students designed a "next-generation" space station (illustrated here) to supersede the one NASA is scheduled to place in orbit by 1992. The students accomplished their task by forming 10 different committees, including life support systems, power supply, and launch committees, and a coordinating committee that kept track of the other committees. At the end of the project, the students reported on all facets of the operation, committee by committee.

"The students worked very efficiently in committees. . .They argued, searched, computed, measured, researched, interviewed, cajoled, wailed, thought, surmised, drew. . . with an academic self-discipline that can only be described as magnificent," Becker wrote about the course after the Academy. "They compiled a thick report that was an astonishingly true-to-life exercise in engineering."

The course was enhanced by videotapes, color slides, audio cassettes, motion pictures, still pictures, posters, diagrams, computer graphics, and a large amount of printed materials. Resource materials used in the course were all authentic, compiled by Becker over 30 years of research in space technology with assistance from federal agencies, private companies and national space organizations.

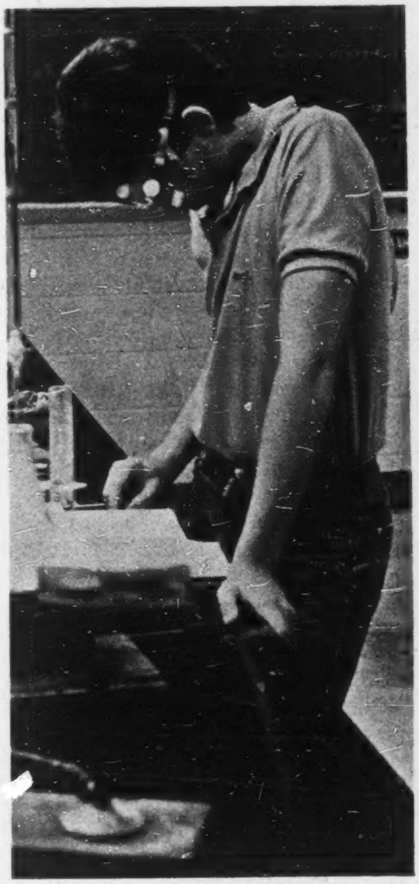


SARP
(Satellite Repair Platform)

Drawing by William Edward Humble

A Typical Day at MSA

6:00 A.M.	Jogging
7:00	Breakfast
9:00	Academic Classes Students chose one of 12 courses in the major academic areas—math, science, social studies and communications.
12:00 P.M.	Lunch
1:00	Philosophy or Personal/Social Development Class
2:00	Philosophy or Personal/Social Development Discussion Groups
3:00	Extracurricular/Recreational Activities Computer Club Art Class Photography Club Debate Library Tour Band/Chorus Journalism Workshop Anthropology Museum Tour College of Engineering Open House Ancient Language Workshop Theater Workshop Mythology Seminar Extemporaneous Speaking Aerobics
5:00	Supper
6:00	Swimming and Other Athletic Activities
7:00	MSA Lecture Series "The Death of Hector in the Trojan War" by Frank Fowle of St. Louis
8:00	Chamber Music Concert
9:30	Snack Time
10:30	Curfew
11:30	Lights Out



The Academy curriculum offered students the opportunity for intensive study in their chosen subject plus lots of hands-on learning. Above, one student practices analytical techniques used in scientific research in a well-equipped University laboratory.

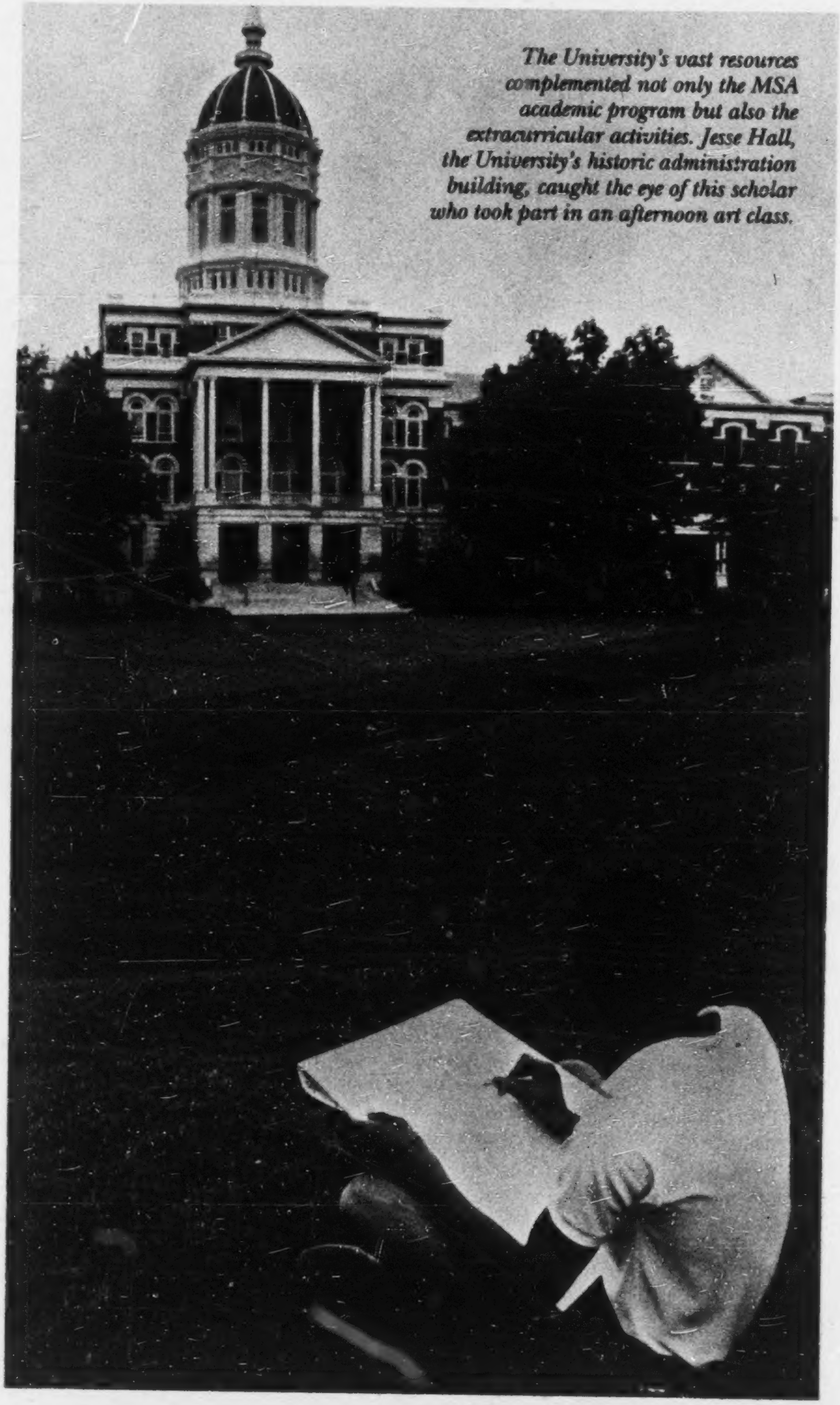
The Facilities

The University of Missouri-Columbia was a perfect setting for the state's first Scholars Academy. The vast resources that make academic pursuit exciting were available on the huge campus, and yet, the Academy students and staff also could enjoy being part of a close-knit community of learning.

The students lived in the Loeb residence halls near the Francis Quadrangle. Close-by were the buildings on the University's picturesque "red campus" where most of the Academy classes and lectures were held. Recreational and extracurricular activities were held close to the residence halls, and when necessary, the University provided bus transportation to special events or locations. On Sundays, the students could walk to most religious services including an ecumenical service on campus.

The Academy faculty could draw on virtually all resources of the University in developing their individual curricula. The availability of University faculty and the superb physical plant presented uncommon instructional opportunities that added depth to lesson planning. For instance, students in the "On Trial" class studied historical cases dating from Puritan America to Nazi Germany and were able to reenact the trials in the School of Law's practice courtroom. Science students could learn research techniques in well-equipped laboratories and get a firsthand look at an operating research reactor as well.

The University's facilities also made possible the rich and varied extracurricular and recreational programs offered at the Academy. For example, students could explore museums on the campus, learn research techniques at the UMC library, work behind the scenes during a University Repertory Theater production, and publish the Academy newspaper, *MSA Today*, with support from the School of Journalism. The scholars looked into career possibilities during open houses sponsored by the University's numerous professional schools and at the Career Planning and Placement Center. ❧



The University's vast resources complemented not only the MSA academic program but also the extracurricular activities. Jesse Hall, the University's historic administration building, caught the eye of this scholar who took part in an afternoon art class.

The Budget

Expenses for the first Missouri Scholars Academy came in nearly $65,000 under budget, with actual expenditures accounting for only $280,502 of the $345,362 appropriated for the Academy by the state legislature.

Academy officials were able to keep expenses down because both the Department of Education and the University of Missouri were able to provide in-kind services in many areas. Also, salaries of the co-directors were not figured in the expenses, and neither the Department nor the University charged for staff time devoted to some extracurricular activities and support services. Faculty members from other colleges and universities in the state made presentations at the Academy free of charge, and some consultants worked with the Academy on an expenses-only basis.

The single largest Academy expense was food. The University food service staff supplied three meals a day plus snacks during the three-week Academy. They estimated that the young scholars consumed three times as much food as a comparable number of college freshmen—not counting the food scholars received from home or the pizzas delivered just before curfew. Academy officials attribute the scholars' big appetites to their first away-from-home experience and intense, 16-hour days.

The Department of Education plans to expand the Academy program slightly in 1986 and expects some costs to increase. With two years of experience to draw on and if funds permit, the Department hopes to be able to increase the number of students served by the Academy from 300 to 350 in 1987. ❧

The 1985 scholars needed a lot of energy for learning. The cafeteria proved to be the Academy's "power plant," and food was the single largest Academy expense.

Expense Summary

	Actual Expenditures
Staff	$ 87,390.39
Administration	2,571.48
Housing	55,258.00
Instructional Materials	9,235.94
Activities	12,495.24
Food Service	88,317.22
Health Service	1,413.60
Evaluation	2,022.72
Curriculum Dissemination	7,500.00
Production of Academy Documentary Video Tapes	3,340.00
Other Expenses	2,885.95
Advisory Committee and Other Planning-Related Expenses	8,071.53
	$280,502.07
1985 Appropriation	$345,362.00
Expenditures	$280,502.07
Unexpended Balance	$ 64,859.93
Cost Per Scholar	$ 916.67

Evaluation

Response to the first Missouri Scholars Academy has been overwhelmingly positive. Ninety-nine percent of the students said the Academy was an extremely unique experience compared to their regular school program, and 100 percent of the faculty members rated the program "excellent." In a follow-up survey, ninety-five percent of the parents who responded said they would not hesitate to send their child to the Academy again.

A plan for evaluating the Academy was developed by a subcommittee composed of representatives from the Department of Elementary and Secondary Education, the University of Missouri, and the public schools. The group developed three different opinionnaires to be completed by students, faculty members and resident assistants at the end of the Academy. Their responses are summarized on page 15.

In the fall of 1985, following the Academy, questionnaires were sent to the parents of the scholars, asking them to evaluate the impact of the experience on their son or daughter. More than half of the parents who responded reported positive changes in their scholars' self-concept, personal confidence, social skills with peers, and ability to adjust to new rules and situations. A few parents reported changes for the worse in their scholars' attitude toward school, and some said that their daughters were less cooperative at home and showed less respect for authority. The parents said the Academy benefited their children most by providing contact with students who have similar interests and abilities and by encouraging growth in maturity and self-confidence. A sample of the comments received from parents appears on this page.

Later in the 1985-86 school year, a questionnaire will be sent to the principals of the schools where the scholars are enrolled, asking them to assess the value of the Academy for their students and their schools.

The evaluation committee also assisted with the collection of information about the students nominated for the Academy as well as those selected to attend, prior to the Academy. This information about the students, their interests and personality traits, will be collected each year and eventually will help educators better understand gifted students and their educational needs. ❧

What the Parents Said...

"If I could choose a gift for my child, one that would be a beneficial and memorable keepsake for her lifetime, I would wrap MSA up in golden paper, tie it with a beautiful bow, and give my child the education, atmosphere, socialization and challenge...and FUN...of a lifetime. The State of Missouri has given such a gift to my daughter."

"It would take me forever to tell you how much this three weeks helped my daughter's growth in all ways. You helped make a good person even better."

"We are in a small school system. The opportunity for my son to expand his views in many areas came at the right time."

"Before the Academy, my daughter was very susceptible to peer pressure; she often minimized her abilities to gain greater (or broader) social acceptance. Her experiences at the Academy caused her to reflect on her own individuality and strengthened her self-concept. She thinks more independently but not without sensitivity."

"My daughter was encouraged by talented, caring teachers and support staff whose enthusiasm set fires under the students just by virtue of their example. These positives will ripple for a lifetime."

"As parents, we were confident that our child was safe and secure and having fun while learning responsibility."

"Can MSA staff do any training throughout the state, teaching educators how to deal with gifted kids...not just how to teach them but how to understand and relate to them?"

"My daughter is less tolerant of poor teaching since the Academy."

"My son seems more mature and reflective. His grades and his interest in school show definite improvement."

How They Rated the Academy

STUDENTS	**Excellent**	**Satisfactory**	**Poor**
Organization and Administration			
Student rules and regulations	42%	56%	2%
Access to staff and administrators for questions or problems	90%	10%	0%
Were resident assistants helpful, cooperative and caring?	94%	5%	1%
Overall efficiency. Did things run smoothly?	89%	11%	0%
Curriculum			
Communications	93%	5%	2%
Mathematics	78%	21%	1%
Social Studies	72%	27%	1%
Science	92%	7%	1%
Philosophy/Personal and Social Development	74%	25%	1%
How unique was this Academy compared to your usual educational program?	99%	1%	0%
Activities and Facilities			
General impression of the adequacy of unstructured time for personal use, privacy, and leisure	82%	18%	0%
Adequacy of space and environment including classrooms and auditoriums	87%	13%	0%
How were the dormitory accommodations?	68%	31%	1%
Availability of resources, materials and equipment	93%	7%	0%
FACULTY			
Do you feel the students acquired new knowledge and interests that they will use in the future?	100%	0%	0%
Was the Academy administration available to you and supportive of your efforts?	100%	0%	0%
Overall, how would you characterize this Missouri Scholars Academy?	100%	0%	0%
Rate your impression of the social, recreational and cultural opportunities available to students?	100%	0%	0%
How would you gauge student responses to MSA?	100%	0%	0%
RESIDENT ASSISTANTS			
From your perspective, how beneficial an experience was this Academy to your students?	93%	7%	0%

Postscript

Looking ahead to the 1986 Scholars Academy

Building on the success of the first Missouri Scholars Academy, plans are well underway for the 1986 Academy, which will be held June 14-July 4 at the University of Missouri-Columbia. The Academy will again be a three-week residential program and will enroll approximately 300 of Missouri's gifted students who will begin their junior year in high school in the fall of 1986.

The curriculum of the 1986 Academy will expand to include subjects such as foreign and classical languages, psychology, anthropology and archaeology. Students at the first Academy elected one academic area for intensive study, but the 1986 scholars will be able to concentrate on two areas. They will pursue a "major" in morning classes to be held six days a week, plus a "minor" during afternoon classes twice a week. Classes in personal/social development will meet three afternoons each week during the Academy, and students again will be able to participate in a wide variety of special-interest and recreational activities.

About 60 percent of the instructors from the first Academy will return to teach at the 1986 Academy. "We were depending on a certain amount of carry-over, and the participation of these experienced teachers will be essential to our success in the second year. At the same time, we know we will need new faces and new ideas every year," said Academy Co-director Robert Roach.

At least one of the instructors who taught at the 1985 Academy won't be returning because he is starting a summer program for gifted students in his area, Roach added. "That's just the ripple effect we want to see. It was our hope that, through the Academy, we could improve educational opportunities for students throughout the state, and I'm delighted to see that's happening." ❧

1985 scholars form alumni organization, GAM chapter

More than 100 of the 1985 scholars met in November 1985, during the sixth annual Missouri Conference on Gifted Education, to form the Missouri Scholars Academy Alumni Association. The students planned activities for the group and elected these officers: Brian Clark of Lee's Summit, president; Rob Claridge of Maryland Heights, vice president of membership; Toby Gilk of St. Louis, vice president of newsletter; Elaine Williams of Kansas City, vice president of special projects; Helen Brady of St. Joseph, secretary; and Wes Waggoner of Carthage, treasurer. One Sunday during the 1986 Academy will be designated "Alumni Day," and the 1985 scholars will be invited to return for a visit.

During their two-hour meeting last fall, the 1985 scholars also organized a student chapter of the Gifted Association of Missouri. The chapter's mission will be to promote better education for all students in Missouri by supporting initiatives and legislation at local, state and national levels. Membership is open to any student for $1. GAM Student Chapter officers are: Anne-Marie Kim of Chesterfield, president; Lori Outzs of Springfield, vice president of membership; Laura Caron of Ballwin, vice president of newsletter; Sean McNally of Linn Creek, vice president of special programs; Jennifer Willcox of Liberty, secretary; and Jeff Riffe of Kansas City, treasurer. ❧

Academy inspires new commitments among staff members

The 1985 Scholars Academy not only changed the lives of many of the students who attended, it also inspired several staff members to pursue new careers. Three resident assistants who were working on master's degrees have changed their majors to education. The Academy secretary planned to begin work on a master's degree in business administration in the fall. After her experience in the Academy, however, she enrolled in education instead. An Academy administrator's personal secretary, who assisted in development of the program, has decided to prepare for a career in gifted education. ❧

In Memoriam

All too soon, tragedy cast a shadow over the bright memory of the 1985 Missouri Scholars Academy. Two scholars died within only five months after the Academy—Fred C. Wall (DeSoto High School) on Sept. 27 after an automobile accident, and Sheri Elaine Trail (Affton High School) on Nov. 7 after a lengthy illness.

All associated with the 1985 Missouri Scholars Academy extend their deepest sympathy to the families of these students. Their loss is shared by those who would have enjoyed helping these young people reach their goals and by all of us who ultimately would have benefited from their achievements. ❧

Part III

Statewide Statistics

LIST OF TABLES AND GRAPHS

34 **Financial Data:**
- Receipt by Sources
- Revenue & Non-Revenue Receipts
- Summaries of Receipts & Expenditures
- Summary of Tax Levies
- Summary of Valuation, Levies, Property Value, & Indebtedness
- Summary of Average Tax Levies
- Summaries of Bonds Outstanding & Issued, & Short-Term Borrowing
- Program Apportionments & Payments
- Payment Record
- State Expenditure Factors

40 **Pupil Data:**
- Summary of Average Daily Number of Pupils Transported
- Summary of Public School Pupil Transportation
- Live Births
- Summary of Accumulated Enrollment
- Number of Districts by Fall Enrollment Range (Grades 9-12)
- Number of Districts by Fall Enrollment Range (Grades K-12)
- Fall Enrollment by Grades
- Summary of Accumulated Enrollment
- Summary of Eligible Pupil Data
- Summary of Average Daily Attendance
- Summary of Graduates
- Follow-Up Data on Graduates
- Summary of Number in Graduating Classes

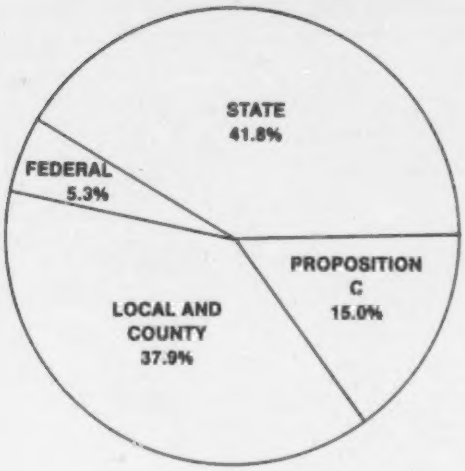
45 **Teacher Data:**
- Summary of Number of Teachers
- Average Annual Teachers' Salaries
- Breakdown of Teachers by Degree
- Summary of Tenure & Experience (Present Position)
- Summary of Tenure & Experience (Total Years)
- Summary of Teacher Turnovers
- Average Annual Teachers' Salaries for Geographic Region
- Certificates Issued

51 **Classification and District Data:**
- Summary of Number of School Districts
- Classification Data

52 **Course and Program Data:**
- Courses Offered in Subject Matter Fields
- Summary of Courses Offered in Subject Matter Fields
- Vocational Education
- Adult Education
- Special Education
- Vocational Rehabilitation
- Testing & Assessment Program Data
- Summary of Numbers of Support Staff
- School Food Services
- Distribution of Chapter 1, ECIA Services

GRAPH I

Receipts—By Sources Available for Use for Current Expenditures—1984-85



GRAPH II

Revenue and Non-Revenue Receipts in Public Schools—1984-85

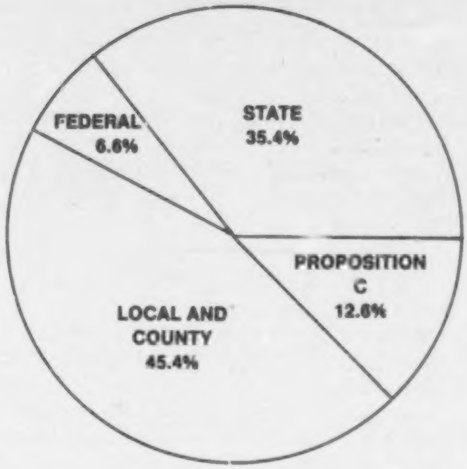


TABLE 1a

RECEIPTS—BY SOURCES AVAILABLE FOR USE FOR CURRENT EXPENDITURES—1984-85

Sources	Amount	Percent
Local and County[1]	$ 780,892,640	37.9%
School District Trust Fund (Proposition C)*	308,159,687	15.0%
State[2]	861,166,541	41.8%
Federal[3]	108,584,001	5.3%
Total	$2,058,802,869	100.0%

*Adopted by initiative, Proposition C, November 2, 1982.

Formula:

Part A. 1. Local and County from Part B-1, plus result from Part C.
2. State from Part B-2.
3. Federal from Part B-3.

Part B. Incidental and Teachers Funds
1. Local, Part II, 5199 plus 5299 in columns one and two; minus 5123 and 5180 in one and two; minus 6510, 6520, 6530, 6541, 6542, 6551, 6552, and 6590 on Part III C, column 1; minus 5150 on Part II, column 1; minus 5170 on Part II, columns one and two.
2. State, Part II, 5399, columns one and two minus 5371 on column one.
3. Federal, Part II, 5499, columns one and two minus 5436 in column one; minus 1.2 percent of 5411, 5429, 5432, 5433, 5434, 5435, and 5440 in columns one and two.

Part C. A portion of Building Fund that is current (III C, column four, 6510 plus 6520, plus 6530, plus 6541, plus 6542, plus 6551, plus 6552, plus 6590, plus 6620.

Less Part II, column four, 5610 plus 5690, 5499, 5399. If negative, erase number and go to Part A. If positive, subtract this value from Part II, column four, 5111 plus 5112, plus 5113, plus 5114, plus 5140, plus 5190, plus 5221, plus 5231. If result negative, erase number and go to Part A. If positive, save number and add to Part A.

District data available in Table 4, Part IV.

TABLE 1b

REVENUE AND NON-REVENUE RECEIPTS IN PUBLIC SCHOOLS—1984-85

Sources	Amount		Percent
Local Sources			
Local Receipts	$830,977,670	.....	...
Food Services	61,279,109	.....	...
Student Body Activities	51,563,669	.....	...
Community Services	3,556,230	.....	...
Other Local Revenue	14,321,311		
Total Local Sources	.....	$ 961,697,989	39.2%
Non-Revenue			
Sale of Bonds	$ 63,190,157	.....	...
Other Non-Revenue	7,646,849	.....	...
Total Non-Revenue	.....	$ 70,837,006	2.9%
County Sources	.....	$ 80,023,711	3.3%
Total Local & County	.....	$1,112,558,706	45.4%
School District Trust Fund (Proposition C)	.....	$ 308,159,681	12.6%
State Sources (See Table 2b)	.....	$ 869,137,570	35.4%
Federal Sources (See Table 2b)	.....	$ 163,155,949	6.6%
Grand Total	.....	$2,453,011,906	100.0%

TABLE 2a
SUMMARY OF RECEIPTS, EXPENDITURES, AND LEVIES OF PUBLIC SCHOOL DISTRICTS
1984-1985

	Incidental Fund	Teachers Fund	Debt Service Fund	Building Fund	Total All Funds
Adjusted Levy	$1.53	$1.10	$0.42	$0.22	$3.28
Beginning Fund Balances July 1, 1984	$ 262,258,472.88	$ 142,070,748.23	$ 78,957,527.91	$116,204,061.78	$ 599,490,810.80
Revenue Receipts	997,301,504.60	1,250,322,630.20	85,395,012.37	137,731,235.60	2,470,750,382.77
Gross Receipts and Balances	1,259,559,977.48	1,392,393,378.43	164,352,540.28	253,935,297.38	3,070,241,193.57
Transfer to		28,654,802.85		2,352,780.43	
Transfer from	29,984,777.58		1,022,805.70		
Expenditures	967,393,345.17	1,303,123,576.19	86,866,042.37	134,409,904.27	2,491,792,868.00
Ending Fund Balance, June 30, 1985	$ 262,181,854.73	$ 117,924,605.09	$ 76,463,692.21	$121,878,173.54	$ 578,448,325.57

TABLE 2b
DETAILED ANALYSIS OF RECEIPTS

	Incidental Fund	Teachers Fund	Debt Service Fund	Building Fund	Total All Funds
Current Taxes and Mfg. Taxes	$260,236,942.88	$ 311,087,922.34	$64,580,084.24	$ 41,461,661.65	$ 677,366,611.11
Delinquent Taxes	16,897,097.38	17,607,063.41	4,195,146.35	2,315,457.21	41,014,764.35
School Dist. Trust Fund (Prop. C)	138,624,895.17	168,901,085.59		633,700.40	308,159,681.16
Intangible Taxes	2,133,367.72	2,017,057.91	528,981.66	261,952.12	4,941,359.41
In Lieu of Taxes and City Sale	18,274,645.11	5,161,174.14	325,011.09	542,644.61	24,303,474.95
Tuition from Individuals PK-12	11,680.16	1,031,716.83			1,043,396.99
Tuition—Post Secondary	3,440,126.82	2,346,587.79	0.00	40,366.47	5,827,081.08
Transportation from Individual	217,924.36				217,924.36
Earnings on Investments	31,375,748.57	25,661,846.25	7,269,921.61	11,955,540.58	76,263,057.01
Food Service—Program	57,108,114.21			33,303.38	57,141,417.59
Food Service—Nonprogram	4,136,688.20			1,003.14	4,137,691.34
Student Activities	51,521,385.96	2,946.00		39,336.75	51,563,668.71
Community Services	3,159,454.87	388,236.09	0.00	8,538.82	3,556,229.78
Other Local Revenues	11,162,226.72	1,210,986.20	39,210.10	1,908,888.08	14,321,311.10
Local—Subtotal	598,300,298.13	535,416,622.55	76,938,355.05	59,202,393.21	1,269,857,668.94
Fines, Forfeitures, Escheats		12,251,590.22			12,251,590.22
State Assessed Utilities	25,795,244.11	27,453,402.60	8,261,567.42	5,171,171.32	66,681,385.45
Other County Revenues	478,283.85	535,272.26	44,553.84	32,625.38	1,090,735.33
County—Subtotal	26,273,527.96	40,240,265.08	8,306,121.26	5,203,796.70	80,023,711.00
Minimum Guarantee	107,501,863.22	469,397,134.58			576,898,997.80
Transportation	79,794,544.01				79,794,544.01
Exceptional Pupil Aid	11,805,634.41	61,949,848.09			73,755,482.50
Foreign Insurance (Textbook)	40,107,191.38				40,107,191.38
Vocational/Technical	3,599,346.22	18,121,173.10		1,251,417.76	22,971,937.08
Food Service	6,052,064.69				6,052,064.69
Other State Revenues	495,047.17	192,299.53		54,244.50	741,591.20
Fair Share (Cigarette Tax)		26,172,663.54			26,172,663.54
State Desegregation Aid	18,267,494.99	23,762,299.53		613,303.48	42,643,098.00
State—Subtotal	267,623,186.09	599,595,418.37		1,918,965.74	869,137,570.20
P.L. 81-874	6,593,483.08	693,093.34		14,465.07	7,301,041.49
Other Federal Unrestricted	1,718,132.90	1,192,938.49	63,617.44	123,527.84	3,098,216.67
Vocational	9,176,376.66	6,310,252.30		962,328.04	16,448,957.00
E.C.I.A. Chapter 1	13,080,531.04	33,658,007.74		57,948.01	46,796,486.79
E.C.I.A. Chapter 2	4,162,766.27	1,202,396.94		1,065,016.60	6,430,179.81
P.L. 94-142 (Special Education)	8,771,765.06	13,891,196.15		66,782.61	22,729,743.82
Food Service	50,521,022.08			0.00	50,521,022.08
J.T.P.A. (C.E.T.A.)	2,118,456.14	1,451,479.67		70,621.75	3,640,557.56
Adult Basic Education	1,000,347.03	1,426,091.13		130.50	2,426,568.66
Other Restricted Federal	2,241,568.65	1,214,483.13		307,123.58	3,763,175.36
Federal—Subtotal	99,384,448.91	61,039,938.39	63,617.44	2,667,944.00	163,155,949.24
Sale of Bonds				63,190,157.34	63,190,157.34
Sale of School Buses	449,034.76			253,109.63	702,144.39
Other Non-Current Revenue	1,878,453.35			5,066,251.30	6,944,704.65
Tuition from Other Districts	533,753.79	10,624,841.24			11,158,595.03
Area Voc. School Fees	1,830,450.42	2,540,239.52	73,949.62	228,617.68	4,673,257.24
Contracted Educ. Services	535,450.35	865,304.55	12,969.00	0.00	1,413,723.90
For Transportation from Other	492,900.84				492,900.84
Total Revenues	$997,301,504.60	$1,250,322,630.20	$85,395,012.37	$137,731,235.60	$2,470,750,382.77

TABLE 2c
DETAILED ANALYSIS OF EXPENDITURES

	6110 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6900 Other Objects	6100-6900 Total
Instruction								
Elementary	$ 394,646,367.95	$ 7,643,272.16	$ 60,651,827.81	$ 2,242,695.19	$ 26,362,948.39	$ 3,919,820.55	...	$ 495,466,932.05
Middle/Junior High	140,105,094.09	1,180,574.03	20,707,910.38	728,621.76	8,266,303.21	2,205,750.41	...	173,194,253.88
Senior High	278,046,645.49	3,021,017.12	40,262,301.82	3,399,587.82	23,585,463.24	7,731,654.42	...	356,046,669.91
Special Education	123,492,146.38	13,333,609.89	21,322,219.99	2,463,267.20	3,369,160.81	892,227.17	...	164,872,631.44
Culturally Diff. (Comp. Educl)	34,054,452.42	3,103,465.93	6,127,426.32	337,509.04	1,092,809.52	180,978.78	...	44,896,642.01
Vocational Instruction	47,042,503.62	614,558.27	6,785,633.69	1,433,276.99	6,614,104.10	5,087,549.22	...	67,577,625.89
Student Activities (Fund 60X)	2,634,630.93	496,984.24	308,883.55	9,085,881.82	44,650,140.64	609,369.51	...	57,785,890.69
Payments to Other Districts	...	...	...	...	...	...	...	...
Tuition to Other Districts	...	...	...	11,253,719.91	...	...	...	11,253,719.91
Area Vocational School Fees	...	...	...	5,182,509.89	...	...	14,136.24	5,196,646.13
Tuition, Sev. Handi. Program	...	...	...	3,204,863.43	...	...	...	3,204,863.43
Contracted Educational Servs.	...	...	...	2,216,875.28	...	...	...	2,216,875.28
Total Instruction (K-12 only)	1,020,021,840.88	29,393,481.64	156,166,203.56	41,548,808.33	113,940,929.91	20,627,350.06	14,136.24	1,381,712,750.62
Support Services								
Attendance	1,824,979.52	1,664,288.60	624,525.41	159,066.36	91,068.77	15,206.01	...	4,379,134.67
Guidance	42,985,998.50	2,646,322.91	6,491,745.64	549,941.46	1,326,590.64	82,208.07	...	54,082,807.22
Health, Psych. Speech, Audio	7,564,795.58	11,256,819.45	3,194,179.96	538,144.81	511,273.78	61,938.48	...	23,127,152.06
Improvement of Instruction	12,907,274.05	3,706,635.58	2,628,803.11	3,777,273.74	1,576,776.67	850,970.39	...	25,447,733.54
Media Services (Library)	25,003,992.59	4,274,517.02	4,285,831.83	806,636.58	8,954,574.91	2,122,694.82	...	45,448,247.75
Board of Education Services	104,873.25	632,546.43	983,288.41	10,139,853.36	726,295.92	110,220.28	...	12,697,077.65
Executive Administration	28,855,304.21	14,512,187.23	7,048,851.36	4,825,176.05	2,721,916.47	1,570,005.56	...	59,533,440.88
Building Level Administration	82,341,051.65	29,152,144.86	16,564,802.81	2,768,328.64	2,831,867.11	2,315,089.41	...	135,973,284.48
Operation of Plant	209,248.76	103,851,970.14	19,298,978.18	118,001,151.00	21,464,420.33	18,092,362.50	...	280,918,130.91
Pupil Trans. (Except 2555)	1,405,544.96	32,882,144.39	3,740,240.27	5,416,186.71	16,475,651.76	12,497,645.35	...	72,417,413.44
Pupil Trans. Contracted	98,430.38	195,383.83	24,255.00	40,331,391.44	2,123,078.22	7,296.58	...	42,779,835.45
Handicapped Trans. Dist. Owned	18,646.00	1,364,857.33	171,297.75	325,128.33	442,754.86	30,857.48	...	2,353,541.75
Handicapped Trans. Contracted	161.47	21,800.14	2,044.01	5,916,707.96	8,128.84	0.00	...	5,948,842.42
Payments to Other for Trans.	...	...	...	351,038.55	...	...	...	351,038.55
Nonallowable Trans. Expend.	25,063.54	238,399.93	1,006,629.63	777,715.03	67,970.46	101,129.38	...	2,215,907.97
Food Services—Program	129,469.95	40,228,694.68	8,118,138.22	3,935,633.77	56,176,230.65	1,981,683.56	...	110,569,850.83
Food Services—Nonprogram	3,910.00	1,873,781.12	237,023.94	234,867.12	3,992,599.51	92,949.47	...	6,435,131.16
Business/Central Services	3,342,795.55	14,489,116.94	5,217,520.16	6,419,193.94	2,388,425.25	2,272,906.93	...	34,129,958.77
Total Support Services	206,821,539.96	262,991,610.58	79,637,155.69	205,273,434.85	121,879,624.15	42,205,164.27	...	918,808,529.50
Total Instruction and Support	1,226,843,380.84	292,385,092.22	235,803,359.25	246,822,243.18	235,820,554.06	62,832,514.33	14,136.24	2,300,521,280.12
Facilities Acq. and Constr.	...	483,127.53	57,757.65	5,629,679.49	355,440.15	66,252,890.22	...	72,778,896.04
Debt Service								
Principal	...	...	...	...	...	...	50,559,268.20	50,559,268.20
Interest	...	...	...	...	...	...	36,582,569.36	36,582,569.36
Other	...	...	...	...	...	...	261,159.12	261,159.12
Adult Basic Education	3,047,647.09	1,090,805.51	491,348.47	616,209.44	695,029.82	133,904.56	...	6,074,944.89
Adult Continuing Education	6,387,680.83	1,797,828.59	1,046,416.13	639,990.29	966,909.11	267,809.04	...	11,106,633.99
Community Services	1,949,163.47	5,554,004.10	1,236,060.23	2,869,282.95	1,995,355.11	304,251.42	...	13,908,117.28
Grand Total	$1,238,227,872.23	$301,310,857.95	$238,634,941.73	$256,577,405.35	$239,833,288.25	$129,791,369.57	$87,417,132.92	$2,491,792,868.00

TABLE 2d
SUMMARY OF EXPENDITURES SINCE 1970

School Year	Current Expenditures Per ADA	Total Current Expenditures	Total Expenditures Per ADA*	Total Expenditures*
1970	$ 684.76	$ 620,479,549	$ 909.98	$ 824,561,820
1971	736.05	674,591,459	965.16	884,569,879
1972	812.41	747,216,004	1,066.75	981,137,278
1973	888.02	808,517,286	1,144.69	1,042,213,418
1974	981.06	875,339,544	1,262.70	1,126,624,506
1975	1,094.50	962,731,953	1,408.32	1,238,770,490
1976	1,193.47	1,032,298,412	1,518.52	1,313,452,118
1977	1,310.94	1,112,595,510	1,615.38	1,370,977,666
1978	1,461.58	1,204,766,453	1,799.08	1,482,962,964
1979	1,633.97	1,304,129,483	2,012.11	1,605,937,014
1980	1,852.44	1,442,751,164	2,272.75	1,770,106,286
1981	2,108.27	1,590,014,989	2,591.42	1,954,390,951
1982	2,276.33	1,670,933,209	2,727.43	2,002,064,291
1983	2,396.41	1,721,030,754	2,875.62	2,065,181,470
1984	2,675.28	1,913,245,194	3,218.31	2,301,596,734
1985	2,871.63	2,050,520,288	3,489.60	2,491,792,868

*Includes all expenditures except payments between districts.

TABLE 3
SUMMARY OF EXPENDITURES BY FUND

	Incidental Fund	Teachers Fund	Debt Service Fund	Building Fund
Instruction				
Elementary	$ 83,166,980.42	$ 410,511,157.41	...	$ 1,788,794.22
Middle/Junior High	26,496,307.81	145,642,826.36	...	1,055,119.71
Senior High	64,013,499.90	288,631,533.58	...	3,401,636.43
Spec. Educ. (1210-1240-1260)	35,766,100.64	128,789,850.45	...	316,680.35
Culturally Diff. (Comp. Educ.)	9,746,377.24	35,090,199.13	...	60,065.64
Vocational Instruction	16,810,367.37	48,731,264.64	...	2,035,993.88
Student Activities (Fund 60X)	55,058,358.14	2,646,085.91	...	81,446.64
Payments to Other Districts				
Tuition to Other Districts	2,343,880.48	8,909,839.43	...	...
Area Vocational School Fees	579,978.23	4,595,080.50	$ 14,136.24	7,451.16
Tuition, Sev. Handi. Programs	882,222.04	2,322,641.39	...	...
Contracted Educational Servs.	373,895.46	1,842,979.82	...	0.00
Total Instruction (K-12 Only)	$295,237,967.73	$1,077,713,458.62	$ 14,136.24	$ 8,747,188.03
Support Services				
Attendance	$ 2,413,778.04	$1,912,585.93	...	52,770.70
Guidance	9,701,500.83	44,344,863.02	...	36,443.37
Health, Psych. Speech, Audio	15,230,852.05	7,855,311.08	...	40,988.93
Improvement of Instruction	11,074,126.00	13,758,135.88	...	615,471.66
Media Services	18,543,727.54	25,854,999.50	...	1,049,520.71
Board of Education Services	12,555,460.47	128,373.10	...	13,244.08
Executive Administration	28,856,760.58	29,729,816.60	...	946,863.70
Building Level Administration	49,470,055.38	84,482,303.63	...	2,020,925.47
Operation of Plant	236,748,689.07	181,620.67	...	43,987,821.20
Pupil Trans. (Except 2555)	67,134,483.18	1,440,119.31	...	3,842,810.95
Pupil Trans. Contracted	42,681,598.84	96,565.46	...	1,671.15
Handicapped Trans. Dist. Owned	2,321,117.53	16,934.34	...	15,489.88
Handicapped Trans. Contracted	5,948,680.95	161.47	...	0.00
Payment to Other for Trans.	351,038.55	...	...	...
Nonallowable Trans. Expend.	2,135,570.55	35,295.30	...	45,042.12
Food Services—Program	110,124,577.08	9,172.34	...	436,101.41
Food Services—Nonprogram	6,431,221.16	3,910.00	...	0.00
Business/Central Services	28,621,873.54	3,780,772.38	...	1,727,312.85
Total Support Services	650,345,111.31	213,630,940.01	...	54,832,478.18
Total Instruction and Support	$945,583,079.04	$1,291,344,398.63	$ 14,136.24	$ 63,579,666.21
Facilities Acq. and Constr.	3,272,339.23	...	...	69,506,555.81
Debt Service				
Principal	...	...	$ 50,559,268.20	...
Interest	...	...	36,582,569.36	...
Other	...	...	261,159.12	...
Interest (Exclud. Debt Serv.)	$ 243,196.45	$ 295,992.73	...	$ 11,901.37
Adult Basic Education	2,829,743.11	3,142,961.91	...	102,239.87
Adult Continuing Education	4,588,031.68	6,444,525.77	...	74,076.54
Community Services	10,876,955.66	1,895,697.15	...	1,135,464.47
Grand Total	$967,393,345.17	$1,303,123,576.19	$87,417,132.92	$134,409,904.27

TABLE 4
EXPENDITURES OBJECT BY FUND

	Incidental Fund	Teachers Fund	Building Fund
Salaries	$286,571,038.35	$1,238,125,162.42	$14,842,529.41
Teacher Retirement	113,174,307.49	...	...
Non-Teacher Retirement	10,283,893.88	...	1.71
Social Security	35,593,290.28	...	...
Medical and Term Life Insurance	22,079,029.07	45,920,131.40	434,899.01
Other Benefits	11,149,388.89	...	...
Tuition	4,764,001.94	17,277,464.87	66,865.01
Professional Services	4,399,812.39	1,116,699.12	1,168,645.07
Audit	1,761,718.80	...	...
Legal Services	3,270,138.53	...	...
Technical Services	7,395,651.34	...	2,421,349.84
Energy Services	71,997,033.36	...	...
Property Services	27,068,021.03	...	16,924,130.56
Contracted Trans. To-From Schs.	46,403,742.79	...	...
Other Contracted Trans.	3,029,133.79	...	...
Travel	7,500,272.59	...	...
Property Insurance	8,727,815.02	...	...
Liability Insurance	1,834,030.50	...	...
Fidelity Premium	135,714.51	...	...
Judgments Against LEA	235,258.95	11,228.34	...
Other Purchased Services	27,859,541.69	376,897.31	832,238.00

TABLE 4
EXPENDITURES OBJECT BY FUND (Continued)

	Incidental Fund	Teachers Fund	Building Fund
General Supplies	119,824,863.81	...	5,295,049.54
Free Textbook Fund	38,108,006.74	...	...
Regular Textbook	3,073,551.36	...	...
Library Books	4,933,260.24	...	...
Periodicals	1,118,666.99	...	...
Warehouse Adjustment	379,340.29	...	...
Food Supplies—Program	52,885,105.53	...	...
Food Supplies—Nonprogram	3,321,058.21	...	...
Other Supplies	10,756,438.12	...	137,947.42
Land	222,290.56	...	957,982.62
Building	5,432,842.90	...	53,541,254.03
Improvement to Sites	1,729,248.10	...	10,667,699.73
Equipment—General	12,320,900.93	...	10,341,548.25
Equip.—Instructional Apparatus	7,425,681.01	...	8,416,377.44
Vehicles	334,627.32	...	449,380.21
Pupil Transportation Vehicles	8,489,810.27	...	3,650,394.78
Other Capital Outlay	1,561,621.15	...	4,249,710.27
Interest (Exclud. Debt Serv.)	243,196.45	295,992.73	11,901.37
Grand Total	$967,393,345.17	$1,303,123,576.19	$134,409,904.27

TABLE 5
STATE SUMMARY OF TAX LEVIES FOR DISTRICTS MAINTAINING HIGH SCHOOLS AND SIX-DIRECTOR ELEMENTARY SCHOOLS 1984-85

Range of Levy Distribution in Cents	Districts Maintaining High Schools					Districts Maintaining Six-Director Elementary Schools					Districts Reporting Total Levy
	Total Levy	Teachers	Incidental	Building	Debt Service	Total Levy	Teachers	Incidental	Building	Debt Service	
1-65	2	79	44	231	216	1	16	4	34	15	3
66-100	1	76	81	42	99		14	3		6	1
101-200	19	216	252	10	40	12	29	37		2	31
201-300	140	48	61			26	6	41			166
Above 300	291	4	10			53		7			344
Number of Districts Having Tax Levies By Funds	453	423	448	283	355	92	65	92	34	23	545
Number of Districts Having No Tax Levies By Funds		30	5	170	98	1	28	1	59	70	1
Totals	453	453	453	453	453	93	93	93	93	93	546

TABLE 6
STATE SUMMARY OF VALUATION, LEVIES, VALUE OF SCHOOL PROPERTY AND INDEBTEDNESS—1984-85

Types of Districts	Assessed Valuation*	Average Tax Levy in Cents					Unpaid Bonds	Paid Bonds	Bonds Issued and Sold	Insurance Coverage in Force
		Teachers	Incidental	Building	Debt Service	Total				
Districts Maintaining (Only) Elementary Schools		79	201	6	15	301	$ 3,460,250.00	$ 315,500.00	$ 250,000.00	
Districts Maintaining High Schools Classified										
AAA		136	123	29	52	339	466,853,798.00	42,206,622.00	50,092,200.00	
AA		104	154	24	46	328	83,443,256.26	8,025,255.20	13,884,000.00	
U		138	250	17		404	0.00	0.00	0.00	
Totals (H.S. Districts)		117	143	26	48	333	550,297,054.26	50,231,877.20	63,976,200.00	
State Totals	$20,944,157,561	110	153	22	42	328	$553,757,304.26	$50,547,377.20	$64,226,200.00	$5,035,657,556

*Total assessed valuation supplied by Missouri State Tax Commission and includes $1,944,012,080 Railroad and Utility Valuation.
Source: Secretary of the Board Report

TABLE 7
SUMMARY OF AVERAGE TAX LEVY PER HUNDRED DOLLARS VALUATION SINCE 1980

School Year Ending June 30	Districts Maintaining		State
	Six-Director Elementary Schools	High Schools	
1980	$3.85	$4.16	$4.10
1981	3.90	4.20	4.15
1982	3.99	4.25	4.21
1983	4.06	4.30	4.26
1984 Unadjusted	4.03	4.33	4.28
1984 Adjusted	3.21	3.58	3.51
1985 Unadjusted	4.08	4.38	4.33
1985 Adjusted	2.97	3.35	3.28

TABLE 8a
SUMMARY OF BONDS OUTSTANDING AND BONDS ISSUED SINCE 1980

School Year Ending June 30	Bonds Outstanding	Bonds Issued (This Year)
1980	$577,241,181	$52,870,737
1981	567,488,439	34,531,500
1982	538,438,704	18,048,150
1983	535,035,192	44,373,000
1984	537,804,170	60,379,000
1985	553,757,304	64,226,200

TABLE 8b
SUMMARY OF SHORT-TERM BORROWING 1984-85

Description	Amount
Balance, Beginning-of-Year	$ 38,356
Borrowed During Year	16,115,400
Repaid During Year	16,023,070
Balance, End-of-Year	$ 130,868

TABLE 9a
FOUNDATION PROGRAM APPORTIONMENTS AND PAYMENTS SINCE 1976

Year	Total Foundation Program	Basic Apportionment	Special State Aids		
		Prorated Minimum Guarantee	Transportation	Exceptional Pupil	Gifted
1975-76	$407,154,428	$345,919,507	$28,018,708	$33,216,213	0
1976-77	428,839,659	364,237,873	28,332,480	36,269,306	0
1977-78	480,839,450	397,297,810	41,582,341	41,959,299	0
1978-79	526,839,692	430,421,663	46,095,538	50,322,491	0
1979-80	593,578,545	482,580,418	53,244,692	56,314,835	$1,438,600
1980-81	683,617,059	550,889,554	65,241,138	65,403,593	2,082,774
1981-82	707,611,141	564,197,662	71,024,374	69,777,049	2,612,056
1982-83	697,600,408	558,551,154	69,531,417	66,747,185	2,770,652
1983-84	705,988,914	562,595,462	72,329,897	67,470,751	3,592,804
1984-85	729,997,346	576,896,977	79,076,665	69,947,055	4,076,649

TABLE 9b
FAIR SHARE AND PROPOSITION "C"PAYMENTS

Year	Fair Share*	Proposition C**
1982-83	$18,572,152	$ 78,627,059
1983-84	25,865,849	288,621,580
1984-85	26,131,861	309,141,147

*Fair Share Fund is 4¢ tax on cigarettes.

**School District Trust Fund is 1¢ sales tax—Note that ½ of this money is to offset lowered current tax revenue and is not "new" revenue.

TABLE 10
EXPENDITURE FACTORS

Year	Eligible Pupils	Current Expenditures	SEF
1976-77	885,175.66	$1,112,595,510	$1,256.92
1977-78	860,963.38	1,204,766,453	1,399.32
1978-79	835,479.05	1,304,129,483	1,560.94
1979-80	811,996.80	1,442,751,164	1,776.79
1980-81	786,201.52	1,590,014,989	2,022.40
1981-82	761,223.19	1,670,933,209	2,195.06
1982-83	743,916.01	1,721,030,754	2,313.47
1983-84	741,160.86*	1,913,245,195	2,581.42
1984-85	737,867.01**	2,050,520,288	2,779.66

*January 1985 Eligible Pupils.

**December 1985 Eligible Pupils.

TABLE 11
SUMMARY OF AVERAGE DAILY NUMBER OF PUPILS TRANSPORTED SINCE 1976

School Year	A.D.T.	Average Daily Attendance	Percent A.D.T. / A.D.A.
1975-76	527,755	864,958	61.0
1976-77	522,061	848,704	61.5
1977-78	498,785	824,290	60.5
1978-79	482,818	798,136	60.5
1979-80	480,377	778,840	61.7
1980-81	478,376	754,179	63.4
1981-82	462,093	734,048	63.0
1982-83	455,927	718,170	63.5
1983-84	453,634	715,155	63.4
1984-85	451,055	714,062	63.2

TABLE 12a
SUMMARY OF TRANSPORTATION OF PUBLIC SCHOOL PUPILS—1984-85

	Contracted Operation	District-Owned Operation	State Totals
Number of Pupil Transportation Vehicles	3,727	5,879	9,606
Average Daily Number of Pupils Transported (ADT)	170,684	280,350	451,034
Annual Route Mileage	34,346,800	54,834,797	89,181,597
Annual Disapproved Route Miles	31,870	86,244	118,114
Annual Non-route Mileage	2,009,141	5,634,361	7,643,502
Cost for All Miles	$50,018,307	$73,032,559	$123,050,866
Cost for Eligible Miles*	$47,213,111	$66,130,765	$113,198,201
Average Cost Per Pupil (For Eligible Miles)	$276.61	$235.89	$258.56**
Average Cost Per Mile (For All Miles)	$1.3746	$1.2060	$1.2693
State Maximum Cost Factor	...	...	104%

*Based on state average cost per mile.
**Divisor includes ADT affecting state aid.
November data.

TABLE 12b
STATE MAXIMUM COST FACTOR 104%

Percentage	Number Districts	Percent of Total
0- 69	16	2.9%
70- 79	32	5.9%
80- 89	87	16.1%
90- 99	136	25.1%
100-104	58	10.7%
105-110	75	13.8%
111-120	74	13.7%
121-130	37	6.8%
131-140	14	2.6%
141-160	6	1.1%
161-180	4	0.7%
181-200	1	0.2%
201-GTR	2	0.4%
TOTAL	542	100%

TABLE 13
LIVE BIRTHS IN MISSOURI SINCE 1974

Year Ending December 31	Births	Year Ending December 31	Births
1974	69,412	1980	78,588
1975	68,442	1981	76,758
1976	68,781	1982	76,648
1977	72,957	1983	75,505
1978	72,654	1984	74,422
1979	76,056	1985 (Estimate)	75,540

TABLE 14
SUMMARY OF ACCUMULATED ENROLLMENT SINCE 1978

School Year	Elementary Districts*	Districts Maintaining H.S.*		Total
		Elementary	High School	
1977-78	15,153	663,379	329,654	1,008,186
1978-79	15,096	642,360	320,808	978,264
1979-80	14,900	624,550	306,032	945,482
1980-81	13,217	616,985	290,987	921,189
1981-82	12,733	588,024	281,344	882,101
1982-83	12,450	584,489	268,540	865,479
1983-84	12,520	582,169	264,220	858,909
1984-85	12,596	580,875	262,788	856,259

*The elementary school enrollment includes kindergarten and grades 1 through 8, and the high school enrollment includes grades 9 through 12.

TABLE 15
NUMBER OF DISTRICTS BY FALL ENROLLMENT RANGE (Grades 9-12) SINCE 1978

	Enrollment Range*							
	1-49	50-99	100-249	250-499	500-999	1000-1499	1500-1999	2000 and Above
1978	5	43	154	113	76	22	10	32
1979	6	48	152	110	75	21	10	32
1980	9	50	152	106	73	24	8	31
1981	15	61	155	109	66	17	10	22
1982	13	67	160	108	62	13	9	23
1983	15	72	157	108	57	14	10	21
1984	18	74	156	103	59	13	10	21
1985	16	70	158	104	62	11	9	23

*1982, 1983, 1984, and 1985 data are Fall Enrollment. Previous years' data are Accumulated Enrollment.

TABLE 16
NUMBER OF DISTRICTS BY FALL ENROLLMENT* RANGE (Grades K-12) 1984-85

Enrollment Range	Number of Districts	Cumulative Total	Percentage of Districts	Cumulative Percentage
1-49	17	17	3.1	3.1
50-99	38	55	6.9	10.0
100-175	43	98	7.9	17.9
176-249	39	137	7.1	25.0
250-375	67	204	12.3	37.3
376-499	52	256	9.5	46.8
500-749	78	334	14.3	61.1
750-999	45	379	8.2	69.3
1000-1499	50	429	9.2	78.5
1500-1999	31	460	5.7	84.2
2000-4499	50	510	9.2	93.4
4500-7499	17	527	3.1	96.5
Over 7500	19	546	3.5	100.0

*Includes elementary and high school districts.

TABLE 17
FALL ENROLLMENT BY GRADES IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSOURI

	Actual Fall Enrollment							
	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
All Grades	900,002	873,004	844,648	818,705	802,841	795,453	793,793	795,107
Kindergarten-Grade 8	593,923	579,541	567,198	553,012	547,057	546,155	545,062	544,197
Ungraded Elementary	9,375	10,358	10,040	8,855	8,368	9,694	9,378	9,011
Kindergarten	59,599	58,228	58,091	55,236	59,394	60,047	62,922	63,128
1st Grade	65,164	62,444	59,728	60,108	57,839	61,674	62,534	64,886
2nd Grade	66,720	61,428	58,328	56,383	56,643	55,579	58,816	60,148
3rd Grade	65,163	65,484	60,637	57,239	55,405	56,283	55,333	58,726
4th Grade	63,825	65,127	65,752	60,416	56,983	55,457	56,017	55,284
5th Grade	61,499	63,500	64,611	64,842	59,434	56,558	55,347	56,013
6th Grade	63,423	61,280	63,263	64,205	64,486	59,875	57,092	56,081
7th Grade	67,904	65,053	62,603	64,356	65,231	66,453	62,166	59,464
8th Grade	71,251	66,639	64,145	61,372	63,274	64,535	65,457	61,456
Grades 9-12	306,079	293,463	277,450	265,693	255,784	249,298	248,731	250,910
Ungraded High School	5,421	4,100	4,367	4,461	5,602	4,898	3,758	3,976
9th Grade	79,372	74,045	69,032	66,328	64,274	66,844	67,994	70,746
10th Grade	78,026	75,787	70,118	65,936	63,558	61,227	64,016	63,552
11th Grade	74,760	71,791	69,550	65,496	61,878	59,706	57,797	59,732
12th Grade	68,500	67,740	64,383	63,472	60,472	56,623	55,166	52,904
FALL ENROLLMENT BY PERCENT								
All Grades	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Kindergarten-Grade 8	66.0	66.4	67.2	67.6	68.1	68.7	68.7	68.4
Ungraded Elementary	1.0	1.2	1.2	1.1	1.0	1.2	1.2	1.1
Kindergarten	6.6	6.7	6.9	6.8	7.4	7.5	7.9	7.9
1st Grade	7.3	7.1	7.1	7.3	7.2	7.8	7.9	8.2
2nd Grade	7.4	7.0	6.9	6.9	7.1	7.0	7.4	7.6
3rd Grade	7.3	7.5	7.2	7.0	6.9	7.1	7.0	7.4
4th Grade	7.1	7.5	7.8	7.4	7.1	7.0	7.1	6.9
5th Grade	6.8	7.3	7.6	7.9	7.4	7.1	7.0	7.0
6th Grade	7.1	7.0	7.5	7.8	8.0	7.5	7.2	7.1
7th Grade	7.5	7.5	7.4	7.9	8.1	8.4	7.8	7.5
8th Grade	7.9	7.6	7.6	7.5	7.9	8.1	8.2	7.7
Grades 9-12	34.0	33.6	32.8	32.4	31.9	31.3	31.3	31.6
Ungraded High School	0.6	0.5	0.5	0.6	0.7	0.6	0.4	0.5
9th Grade	8.8	8.5	8.2	8.1	8.0	8.4	8.6	8.9
10th Grade	8.7	8.7	8.3	8.0	7.9	7.7	8.1	8.0
11th Grade	8.3	8.2	8.2	8.0	7.7	7.5	7.3	7.5
12th Grade	7.6	7.7	7.6	7.7	7.6	7.1	6.9	6.7

TABLE 18
SUMMARY OF FALL ENROLLMENT BY GRADES—1984-85

Types of Districts	Kindergarten	Ungraded Elementary	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Ungraded High School	Total Grades K-12
Districts Maintaining (Only) Six-Director Elementary Schools Classified:																
AAA	53		56	59	53	58	49	46	52	49						475
AA	844	37	901	817	792	847	889	907	840	873						7,747
U	336	4	354	372	341	318	360	341	378	385						3,189
Totals (Elem. Districts)	1,233	41	1,311	1,248	1,186	1,223	1,298	1,294	1,270	1,307						11,411
Districts Maintaining High Schools Classified:																
AAA	47,302	7,281	47,475	44,389	41,727	42,453	41,999	43,573	47,069	49,909	53,325	49,730	45,279	42,849	2,550	606,910
AA	14,233	1,983	13,565	13,019	12,260	12,188	11,929	12,075	13,688	14,080	14,535	14,151	12,420	12,198	1,202	173,526
U	154	78	183	160	160	153	121	150	139	161	134	135	98	119	1	1,946
Total (H.S. Districts)	61,689	9,342	61,223	57,568	54,147	54,794	54,049	55,798	60,896	64,150	67,994	64,016	57,797	55,166	3,753	782,382
State Totals	62,922	9,383	62,534	58,816	55,333	56,017	55,347	57,092	62,166	65,457	67,994	64,016	57,797	55,166	3,753	793,793

TABLE 19
SUMMARY OF ACCUMULATED ENROLLMENT—1984-85

Types of Districts	Grades K-8			Grades 9-12			Total Grades K-12
	Male	Female	Total K-8	Male	Female	Total 9-12	
Districts Maintaining Six-Director Elementary Schools	6,568	6,028	12,596				12,596
Districts Maintaining High Schools Classified:							
AAA	232,944	216,407	449,351	104,599	100,184	204,783	654,134
AA	67,610	62,357	129,967	29,744	27,728	57,472	187,439
U	796	761	1,557	294	239	533	2,090
Totals (High School Districts)	301,350	279,525	580,875	134,637	128,151	262,788	843,663
State Totals	307,918	285,553	593,471	134,637	128,151	262,788	856,259

TABLE 20a
SUMMARY OF ELIGIBLE PUPIL DATA—1984-85

Types of Districts	Resident ADA	Membership	Eligible Pupils
Districts Maintaining (Only) Elementary Schools	14,970.61	15,966.78	15,468.92
Districts Maintaining High Schools Classified:			
AAA	539,987.07	581,265.83	560,626.80
AA	154,013.47	165,170.17	159,592.45
U	1,675.39	1,807.75	1,741.59
State Totals	710,646.54*	764,210.53	737,429.76

*Does not include summer school.

TABLE 20b
SUMMARY—ELIGIBLE PUPIL DATA SINCE 1978

Year	Eligible Pupils
1977-78	858,937.62
1978-79	825,358.21
1979-80	812,672.46
1980-81	786,201.52
1981-82	760,846.45
1982-83	743,842.01
1983-84	741,074.57
1984-85	737,429.76

TABLE 21
SUMMARY OF AVERAGE DAILY ATTENDANCE—1984-85

	Resident I*			Resident II†			Non-Resident			Part-Time	Summer School		
Types of Districts	Special Education Ages 3 & 4	Grades K-8‡	Grades 9-12	Special Education Ages 3 & 4	Grades K-8‡	Grades 9-12	Special Education Ages 3 & 4	Grades K-8‡	Grades 9-12	Grades K-12	Grades Sp-8	Grades 9-12	Total
Districts Maintaining (Only) Six-Director Elementary Schools	2.46	10,209.34	.00	.00	73.02	4,688.12	.47	72.98	.00	10.97	.10	.00	14,973.04
Districts Maintaining High Schools Classified:													
AAA	358.28	369,910.20	168,547.11	1.11	2,055.68	869.65	31.47	625.72	3,724.62	1,631.58	347.35	1,486.66	543,576.04
AA	11.08	106,418.23	46,794.28	.40	419.64	183.50	.37	340.46	1,380.00	620.20	7.61	2.78	153,837.52
U	.00	1,231.84	411.52	.00	6.68	25.35	.00	12.65	33.41	.20	.00	.00	1,675.39
Totals (H.S. Districts)	369.36	477,560.27	215,752.91	1.51	2,482.00	1,078.50	31.84	978.83	5,138.03	2,251.98	354.96	1,489.44	699,088.95
STATE TOTALS (Grades Sp-8 and Summer School)	371.82	487,769.61	...	1.51	2,555.02	...	...	...	...	...	355.06	...	491,053.02
STATE TOTALS (Grades 9-12 and Summer School)	...	...	215,752.91	...	...	5,766.62	...	...	...	...	...	1,489.44	223,008.97
STATE TOTALS (Grades K-12, Including Special Education Ages 3 & 4)	371.82	487,769.61	215,752.91	1.51	2,555.02	5,766.62	32.31	1,051.81	5,138.03	2,262.95	355.06	1,489.44	714,061.99

*Resident I data indicate attendance in home districts.
Resident I plus Resident II data, plus Summer School equal total state ADA.
†Resident II data indicate attendance outside home district.
‡Kindergarten pupil attendance—two sessions equal one-day attendance.

TABLE 22
SUMMARY—AVERAGE DAILY ATTENDANCE SINCE 1977

Year	Elementary Districts	High School Districts	State Totals
1976-77	12,682	836,022	848,704
1977-78	12,219	812,071	824,290
1978-79	11,993	786,143	798,136
1979-80	11,496	767,344	778,840
1980-81	10,679	743,500	754,179
1981-82*	15,198	718,850	734,048
1982-83*	14,961	703,209	718,170
1983-84*	14,911	700,244	715,155
1984-85*	14,973	699,089	714,062

*Resident I plus Resident II (which includes part-time and summer school) is definition.

TABLE 23
SUMMARY OF GRADUATES SINCE 1976

	Graduates		
Year	Male	Female	Total
1975-76	31,571	32,371	63,942
1976-77	32,323	32,148	64,471
1977-78	31,945	32,619	64,564
1978-79	31,810	32,353	64,163
1979-80	31,016	31,249	62,265
1980-81	30,073	30,267	60,340
1981-82	29,995	29,877	59,872
1982-83	28,155	28,265	56,420
1983-84	26,661	26,727	53,388
1984-85	25,294	26,012	51,306
Projection			
1985-86	24,600	24,600	49,200

TABLE 24
FOLLOW-UP DATA ON GRADUATES SINCE 1975*

Year	Number Entering Colleges or Universities	Number Entering Special Schools	Number Who Entered Jobs	Number Who Entered Military
1975	25,933	2,282	22,698	2,510
1976	25,953	2,085	21,700	2,473
1977	26,467	2,214	22,798	2,462
1978	25,879	2,501	24,342	2,338
1979	25,224	2,630	22,800	2,102
1980	26,663	2,759	21,912	2,489
1981	26,210	3,225	20,623	2,585
1982	25,899	2,709	19,337	2,620
1983	25,208	2,565	18,305	2,798
1984	24,641	2,685	17,609	2,995

*Note: Incomplete unedited data.

TABLE 25a
SUMMARY OF NUMBER IN GRADUATING CLASSES IN HIGH SCHOOL DISTRICTS SINCE 1980

High School Graduates	Number of Districts in Each School Year					
	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
1-9	5	10	11	7	15	11
10-14	15	15	17	25	23	18
15-29	80	84	88	86	96	107
30-49	100	93	89	100	95	84
50 or more	254	253	249	236	224	231
Totals	454	455	454	454	453	451

TABLE 25b
GRADUATION RATE IN MISSOURI PUBLIC HIGH SCHOOLS—1972-1985

FALL ENROLLMENT

Year Ending June 30	Freshmen	Sophomores	Juniors	Seniors	Graduates	Percent
1972	81,728	75,798	68,547	61,247	58,876	
1973	82,530	79,670	71,738	63,594	60,068	
1974	85,146	80,523	74,200	65,702	62,183	
1975	85,810	80,765	74,458	66,690	62,779	76.8
1976	85,903	83,646	76,282	67,932	63,942	77.5
1977	84,532	82,250	77,506	68,439	64,471	75.7
1978	81,548	81,812	76,722	70,347	64,564	75.2
1979	79,372	78,026	74,760	68,500	64,163	74.7
1980	74,045	75,787	71,791	67,740	62,265	73.7
1981	69,032	70,118	69,550	64,383	60,340	74.0
1982	66,328	65,936	65,496	63,472	59,872	75.4
1983	64,274	63,558	61,878	60,472	56,420	76.2
1984	66,844	61,227	59,706	56,623	53,388	77.3
1985	67,994	64,016	57,797	55,166	51,306	77.4

TABLE 26
STATE SUMMARY OF NUMBERS OF TEACHERS FOR 1984-85

	Number of Teachers Employed											
	Elementary School			Junior High School			High School			Total		
Types of Districts	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
CLASSROOM TEACHERS												
High School Districts												
AAA	1,629	15,681	17,311	2,397	4,389	6,787	5,510	5,721	11,232	9,538	25,792	35,330
AA	467	5,205	5,672	309	550	859	2,097	2,491	4,588	2,873	8,247	11,120
U	11	75	87	...	...	...	28	26	55	40	102	143
TOTAL	2,108	20,962	23,071	2,706	4,940	7,647	7,636	8,240	15,876	12,452	34,143	46,595
Elementary Districts	87	637	724	7	10	17	...	2	2	94	649	743
ALL DISTRICTS TOTALS	2,195	21,600	23,795	2,713	4,950	7,664	7,636	8,242	15,878	12,546	34,792	47,338
SUPERINTENDENTS												
High School Districts												
AAA	...	...	...	...	...	...	171	2	173	171	2	173
AA	...	...	...	...	...	...	264	3	268	264	3	268
U	...	...	...	...	...	...	4	...	4	4	...	4
TOTAL	...	...	...	...	...	...	439	6	446	439	6	446
Elementary Districts	...	...	...	...	...	...	2	...	2	2	...	2
ALL DISTRICTS TOTALS	...	...	...	...	...	...	441	6	448	441	6	448
OTHER CENTRAL OFFICE ADMINISTRATION												
High School Districts												
AAA	...	...	...	...	...	...	421	135	557	421	135	557
AA	...	...	...	...	...	...	68	101	169	68	101	169
U	...	...	...	...	...	...	1	1	2	1	1	2
TOTAL	...	...	...	...	...	...	490	238	729	490	238	729
Elementary Districts	...	...	...	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	...	...	...	...	...	...	490	238	729	490	238	729
PRINCIPALS												
High School Districts												
AAA	549	167	716	199	17	216	210	11	221	958	195	1,153
AA	195	101	297	27	5	33	250	10	260	473	117	591
U	2	2	4	...	...	...	3	...	4	6	2	8
TOTAL	747	270	1,018	226	22	249	464	22	486	1,438	315	1,753
Elementary Districts	52	31	83	...	...	...	...	...	...	52	31	83
ALL DISTRICTS TOTALS	799	301	1,101	226	22	249	464	22	486	1,490	346	1,836
ASSISTANT PRINCIPALS												
High School Districts												
AAA	18	13	31	124	26	150	274	38	312	416	78	494
AA	1	3	4	8	4	12	31	4	35	40	11	51
U	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	19	16	35	132	30	162	305	42	347	456	89	545
Elementary Districts	...	...	...	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	19	16	35	132	30	162	305	42	347	456	89	545
LIBRARIANS, GUIDANCE, SUPERVISORS AND SPECIAL SERVICES												
High School Districts												
AAA	178	1,131	1,310	187	393	581	602	1,105	1,708	968	2,631	3,600
AA	45	255	300	17	40	57	153	399	553	216	694	910
U	...	3	3	...	...	...	1	5	6	1	9	10
TOTAL	223	1,390	1,613	204	434	638	757	1,510	2,268	1,185	3,334	4,520
Elementary Districts	6	36	42	...	...	...	1	5	6	7	41	48
ALL DISTRICTS TOTALS	229	1,426	1,656	204	434	638	758	1,515	2,274	1,192	3,376	4,569
ALL CERTIFICATED PERSONNEL												
High School Districts												
AAA	2,375	16,993	19,369	2,908	4,826	7,734	7,190	7,014	14,205	12,474	28,835	41,309
AA	708	5,564	6,273	361	600	961	2,865	3,010	5,875	3,935	9,175	13,111
U	14	81	96	...	...	...	38	34	73	53	116	169
TOTAL	3,098	22,640	25,738	3,269	5,427	8,697	10,094	10,059	20,153	16,463	38,126	54,589
Elementary Districts	145	704	850	7	10	17	3	7	10	155	721	877
ALL DISTRICTS TOTALS	3,243	23,345	26,588	3,276	5,437	8,714	10,097	10,066	20,163	16,618	38,848	55,466

Because of rounding, the detail may not equal the total.

TABLE 27
AVERAGE ANNUAL TEACHERS' SALARIES 1984-85

Types of Districts	Average Annual Salaries											
	Elementary School			Junior High School			High School			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
CLASSROOM TEACHERS												
High School Districts												
AAA	$22,740	$21,123	$21,276	$23,054	$21,239	$21,880	$24,056	$21,436	$22,721	$23,579	$21,212	$21,851
AA	16,681	16,174	16,216	19,171	18,295	18,610	17,305	15,701	16,434	17,404	16,173	16,491
U	17,839	15,484	15,802	...	12,100	12,100	14,797	14,271	14,544	15,685	15,161	15,309
TOTAL	21,371	19,874	20,011	22,611	20,910	21,512	22,167	19,679	20,876	22,129	19,977	20,552
Elementary Districts	15,205	13,953	14,104	20,577	17,171	18,573	...	12,750	12,750	15,606	13,999	14,202
ALL DISTRICTS TOTALS	$21,126	$19,699	$19,831	$22,606	$20,902	$21,506	$22,167	$19,677	$20,875	$22,080	$19,865	$20,452
SUPERINTENDENTS												
High School Districts												
AAA	...	...	...	...	...	...	$48,502	$50,417	$48,524	$48,502	$50,417	$48,524
AA	...	...	...	...	...	...	32,517	29,414	32,476	32,517	29,414	32,476
U	...	...	...	...	...	...	32,634	20,754	30,790	32,634	20,754	30,790
TOTAL	...	...	...	...	...	...	38,731	35,096	38,680	38,731	35,096	38,680
Elementary Districts	...	...	...	...	...	...	36,387	...	36,387	36,387	...	36,387
ALL DISTRICTS TOTALS	...	...	...	...	...	...	$38,721	$35,096	$38,670	$38,721	$35,096	$38,670
OTHER CENTRAL OFFICE ADMINISTRATION												
High School Districts												
AAA	...	...	...	...	...	...	$39,654	$31,860	$37,754	$39,654	$31,860	$37,754
AA	...	...	...	...	...	...	30,466	26,551	28,127	30,466	26,551	28,127
U	...	...	...	...	...	...	29,000	23,000	26,000	29,000	23,000	26,000
TOTAL	...	...	...	...	...	...	38,355	29,566	35,484	38,355	29,566	35,484
Elementary Districts	...	...	...	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	...	...	...	...	...	...	$38,355	$29,566	$35,484	$38,355	$29,566	$35,484
PRINCIPALS												
High School Districts												
AAA	$35,280	$33,151	$34,783	$36,867	$38,421	$36,989	$38,174	$36,757	$38,104	$36,244	$33,814	$35,833
AA	25,300	24,389	24,989	29,741	32,993	30,283	25,489	25,537	25,491	25,658	24,896	25,506
U	25,441	21,500	23,809	...	...	...	20,331	21,840	20,425	22,529	21,537	22,276
TOTAL	32,631	29,780	31,874	36,001	37,094	36,100	31,191	31,082	31,186	32,697	30,393	32,283
Elementary Districts	23,906	15,969	20,941	...	...	...	...	...	...	23,906	15,969	20,941
ALL DISTRICTS TOTALS	$32,064	$28,360	$31,050	$36,001	$37,094	$36,100	$31,191	$31,082	$31,186	$32,391	$29,101	$31,771
ASSISTANT PRINCIPALS												
High School Districts												
AAA	$31,847	$29,728	$30,939	$33,201	$33,538	$33,261	$35,328	$33,182	$35,067	$34,544	$32,705	$34,254
AA	36,392	20,303	24,325	31,477	34,089	32,348	29,063	33,951	29,622	29,729	30,279	29,848
U	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	32,086	28,014	30,194	33,097	33,610	33,193	34,692	33,256	34,518	34,122	32,405	33,841
Elementary Districts	...	...	...	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	$32,086	$28,014	$30,1[illegible]	$33,097	$33,610	$33,193	$34,692	$33,256	$34,518	$34,122	$32,405	$33,841
LIBRARIANS, GUIDANCE, SUPERVISORS AND SPECIAL SERVICES												
High School Districts												
AAA	$25,770	$23,635	$23,926	$27,683	$24,523	$25,542	$28,663	$21,641	$24,119	$27,940	$22,930	$24,278
AA	19,971	17,848	18,167	24,202	21,235	22,12[illegible]	19,344	15,901	16,859	19,858	16,924	17,620
U	...	16,911	16,911	...	...	...	11,600	13,621	13,321	11,600	14,866	14,547
TOTAL	24,602	22,556	22,839	27,393	24,220	25,236	26,747	20,094	22,317	26,454	21,657	22,915
Elementary Districts	18,485	13,865	14,514	...	...	...	20,000	9,549	11,291	18,701	13,347	14,117
ALL DISTRICTS TOTALS	$24,442	$22,332	$22,625	$27,393	$24,220	$25,236	$26,738	$20,059	$22,288	$26,408	$21,555	$22,822
ALL CERTIFICATED PERSONNEL												
High School Districts												
AAA	$25,937	$21,416	$21,970	$24,730	$21,635	$22,799	$26,780	$21,766	$24,304	$26,142	$21,538	$22,928
AA	19,298	16,403	16,730	20,484	18,731	19,390	19,976	16,168	18,025	19,900	16,478	17,505
U	19,303	15,693	16,245	...	12,100	12,100	17,504	14,612	16,141	18,000	15,365	16,194
TOTAL	24,387	20,163	20,672	24,261	21,313	22,421	24,813	20,067	22,444	24,623	20,301	21,605
Elementary Districts	18,461	14,037	14,792	20,577	17,171	18,573	30,925	10,463	16,602	18,797	14,046	14,886
ALL DISTRICTS TOTALS	$24,122	$19,978	$20,484	$24,253	$21,306	$22,414	$24,815	$20,060	$22,441	$24,569	$20,185	$21,498

Because of rounding, the detail may not equal the total.

TABLE 28
BREAKDOWN OF TEACHERS BY DEGREE FOR 1984-85

Types of Districts	No Degree			Baccalaureate			Masters			Educ. Spec.			Doctorate			Total
	Elem.	JHS	HS	Elem.	JHS	HS	Elem.	JHS	HS	Elem.	JHS	HS	Elem.	JHS	HS	
CLASSROOM TEACHERS																
High School Districts																
AAA	16	11	419	9,838	3,593	4,876	7,101	3,022	5,540	307	132	315	46	27	80	35,330
AA	3	...	77	4,285	581	3,246	1,370	274	1,240	8	3	16	5	1	7	11,120
U	...	...	...	60	...	39	26	...	15	...	...	...	...	...	1	143
TOTAL	19	11	496	14,163	4,174	8,162	8,499	3,296	6,796	316	135	331	51	28	89	46,595
Elementary Districts	3	...	...	605	9	1	112	8	1	1	...	...	1	...	...	743
ALL DISTRICTS TOTALS	23	11	496	14,789	4,183	8,163	8,611	3,304	6,797	317	135	331	52	28	89	47,338
SUPERINTENDENTS																
High School Districts																
AAA	...	...	...	...	...	...	...	...	24	...	...	42	...	...	107	173
AA	...	...	...	...	...	...	...	...	53	...	...	173	...	...	41	268
U	...	...	...	...	...	...	...	...	2	...	...	1	...	...	1	4
TOTAL	...	...	...	...	...	...	...	...	79	...	...	216	...	...	149	446
Elementary Districts	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	2
ALL DISTRICTS TOTALS	...	...	...	...	...	...	...	...	79	...	...	218	...	...	149	448
OTHER CENTRAL OFFICE ADMINISTRATION																
High School Districts																
AAA	...	...	5	...	...	24	...	...	307	...	...	85	...	...	135	557
AA	...	...	1	...	...	13	...	...	137	...	...	7	...	...	10	169
U	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	2
TOTAL	...	...	6	...	...	38	...	...	446	...	...	92	...	...	145	729
Elementary Districts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	...	...	6	...	...	38	...	...	446	...	...	92	...	...	145	729
PRINCIPALS																
High School Districts																
AAA	...	...	...	...	...	...	513	136	120	130	50	62	72	30	39	1,153
AA	...	...	...	2	...	3	250	27	198	32	3	52	12	2	6	591
U	...	...	...	...	...	1	4	...	3	...	...	...	...	...	...	8
TOTAL	...	...	...	2	...	4	768	163	321	162	53	114	85	32	45	1,753
Elementary Districts	1	...	...	28	...	...	41	...	...	9	...	...	4	...	...	83
ALL DISTRICTS TOTALS	1	...	...	30	...	4	809	163	321	171	53	114	89	32	45	1,836
ASSISTANT PRINCIPALS																
High School Districts																
AAA	...	...	...	1	2	1	26	122	244	4	19	41	...	7	26	494
AA	...	...	...	...	...	3	4	12	25	...	...	5	...	...	2	51
U	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	1	2	4	30	134	269	4	19	46	...	7	28	545
Elementary Districts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	...	...	...	1	2	4	30	134	269	4	19	46	...	7	28	545
LIBRARIANS, GUIDANCE, SUPERVISORS AND SPECIAL SERVICES																
High School Districts																
AAA	1	1	320	259	84	249	912	450	981	94	38	98	41	6	58	3,600
AA	...	...	69	154	8	170	140	47	304	4		8	1	...	...	910
U	...	...	...	1	...	4	2	...	2	...	...	...	...	...	...	10
TOTAL	1	1	389	415	93	424	1,065	496	1,288	99	39	107	42	6	58	4,520
Elementary Districts	...	...	3	31	...	1	10	...	...	1	...	1	...	...	...	48
ALL DISTRICTS TOTALS	1	1	392	446	93	426	1,066	496	1,288	100	39	108	42	6	58	4,569
ALL CERTIFICATED PERSONNEL																
High School Districts																
AAA	18	12	745	10,099	3,680	5,151	8,554	3,731	7,217	536	240	644	160	70	446	41,309
AA	3	...	147	4,441	590	3,437	1,765	351	1,969	44	7	263	18	3	67	13,111
U	...	...	...	61	...	44	[illegible]	...	25	...	...	1	...	...	2	169
TOTAL	21	12	892	14,602	4,270	8,634	10,353	4,093	9,202	581	247	908	179	73	516	54,589
Elementary Districts	4	...	3	665	9	2	164	8	1	11	...	3	5	...	...	877
ALL DISTRICTS TOTALS	26	12	895	15,267	4,279	8,636	10,517	4,101	9,203	592	247	911	184	73	516	55,466
Average Salaries	16,565	16,268	17,455	17,684	18,992	17,722	23,877	25,387	25,478	28,607	28,916	31,050	33,285	35,013	40,724	21,499

Because of rounding, the detail may not equal the total.

TABLE 29
SUMMARY OF TENURE AND EXPERIENCE FOR 1984-85

Types of Districts	Years Present Position Including This Year									
	—1—	—2—	—3—	—4—	—5—	6-10	11-15	16-19	20+	Total
CLASSROOM TEACHERS										
High School Districts										
AAA	2,938	2,146	1,587	1,868	2,058	8,279	7,393	4,754	4,304	35,330
AA	1,591	1,218	811	751	777	2,522	1,612	857	977	11,120
U	30	22	7	10	15	17	28	8	4	143
TOTAL	4,560	3,388	2,405	2,629	2,850	10,819	9,033	5,620	5,286	46,595
Elementary Districts	130	114	99	67	70	147	65	29	20	[illegible]
ALL DISTRICTS TOTALS	4,690	3,503	2,504	2,697	2,921	10,966	9,098	5,649	5,306	[illegible]
SUPERINTENDENTS										
High School Districts										
AAA	16	8	8	17	10	43	27	17	27	173
AA	36	29	28	19	22	74	27	12	16	268
U	2	...	1	...	...	...	...	...	...	4
TOTAL	55	37	37	37	32	117	54	29	43	446
Elementary Districts	...	...	2	...	...	...	...	...	...	2
ALL DISTRICTS TOTALS	55	37	39	37	32	117	54	29	43	448
OTHER CENTRAL OFFICE ADMINISTRATION										
High School Districts										
AAA	39	18	14	16	22	73	101	85	185	557
AA	10	4	7	4	5	22	28	35	50	169
U	...	...	...	1	...	...	...	1	...	2
TOTAL	49	22	21	21	28	96	130	122	235	729
Elementary Districts	...	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	49	22	21	21	28	96	130	122	235	729
PRINCIPALS										
High School Districts										
AAA	45	43	43	31	41	159	216	175	396	1,153
AA	75	70	39	34	26	104	88	53	96	591
U	2	...	1	...	...	2	...	1	2	8
TOTAL	122	113	84	65	68	265	305	230	496	1,753
Elementary Districts	14	9	11	6	7	15	7	5	9	83
ALL DISTRICTS TOTALS	136	122	95	71	75	280	312	235	507	1,836
ASSISTANT PRINCIPALS										
High School Districts										
AAA	17	20	11	15	11	70	105	101	143	494
AA	2	2	...	3	3	7	7	8	19	51
U	...	...	...	...	...	...	...	...	...	...
TOTAL	19	22	11	18	14	77	112	109	162	545
Elementary Districts	...	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	19	22	11	18	14	77	112	109	162	545
LIBRARIANS, GUIDANCE, SUPERVISORS AND SPECIAL SERVICES										
High School Districts										
AAA	175	214	125	152	174	727	837	591	601	3,600
AA	87	72	48	45	50	236	169	94	106	910
U	2	4	1	...	...	1	...	...	1	10
TOTAL	265	290	174	198	224	965	1,006	685	709	4,520
Elementary Districts	9	4	4	3	3	16	5	1	1	48
ALL DISTRICTS TOTALS	274	295	178	201	228	981	1,011	686	710	4,569
ALL CERTIFICATED PERSONNEL										
High School Districts										
AAA	3,231	2,450	1,788	2,100	2,318	9,353	8,680	5,725	5,660	41,309
AA	1,803	1,397	934	858	885	2,967	1,933	1,062	1,268	13,111
U	37	26	10	12	15	21	28	10	7	169
TOTAL	5,073	3,875	2,733	2,971	3,218	12,342	10,641	6,798	6,935	54,589
Elementary Districts	153	128	116	77	80	178	77	35	30	877
ALL DISTRICTS TOTALS	5,226	4,003	2,849	3,048	3,299	12,520	10,719	6,833	6,965	55,466

Because of rounding, the detail may not equal the total.

TABLE 30
SUMMARY OF TENURE AND EXPERIENCE FOR 1984-85

Types of Districts	Total Years Experience Including This Year									
	—1—	—2—	—3—	—4—	—5—	6-9	10-19	20-29	30+	Total
CLASSROOM TEACHERS										
High School Districts										
AAA	1,412	1,149	1,024	1,206	1,520	6,352	14,974	6,026	1,663	35,330
AA	825	732	586	579	567	2,246	3,837	1,200	544	11,120
U	15	12	7	9	10	20	33	23	11	143
TOTAL	2,252	1,895	1,617	1,796	2,098	8,619	18,845	7,250	2,219	46,595
Elementary Districts	64	57	67	57	54	186	174	59	22	743
ALL DISTRICTS TOTALS	2,316	1,952	1,685	1,853	2,152	8,805	19,020	7,310	2,241	47,333
SUPERINTENDENTS										
High School Districts										
AAA	...	2	...	...	...	...	55	73	43	173
AA	...	...	...	...	...	13	113	90	49	268
U	...	...	...	...	...	...	2	1	1	4
TOTAL	...	2	...	...	...	13	171	164	93	446
Elementary Districts	...	...	...	...	...	...	1	1	...	2
ALL DISTRICTS TOTALS	...	2	...	...	...	13	172	165	93	448
OTHER CENTRAL OFFICE ADMINISTRATION										
High School Districts										
AAA	6	1	1	2	9	25	187	219	104	557
AA	1	...	1	2	...	10	84	46	23	169
U	...	...	...	...	...	...	1	1	...	2
TOTAL	7	1	2	4	10	35	272	267	128	729
Elementary Districts	...	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	7	1	2	4	10	35	272	267	128	729
PRINCIPALS										
High School Districts										
AAA	...	1	1	...	...	30	405	500	214	1,153
AA	5	2	3	2	8	67	279	162	61	591
U	...	...	...	...	...	1	3	4	...	8
TOTAL	5	3	4	2	8	98	689	667	275	1,753
Elementary Districts	...	1	2	3	2	15	37	15	8	83
ALL DISTRICTS TOTALS	5	4	6	5	10	113	726	682	285	1,836
ASSISTANT PRINCIPALS										
High School Districts										
AAA	...	2	...	1	1	27	209	196	57	494
AA	...	...	...	1	1	4	23	17	5	51
U	...	...	...	...	...	...	...	...	...	...
TOTAL	...	2	...	2	2	31	232	213	62	545
Elementary Districts	...	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	...	2	...	2	2	31	232	213	62	545
LIBRARIANS, GUIDANCE, SUPERVISORS AND SPECIAL SERVICES										
High School Districts										
AAA	75	85	64	70	86	470	1,600	888	258	3,600
AA	29	25	24	36	25	167	405	151	43	910
U	...	2	1	1	...	1	3	1	...	10
TOTAL	104	113	90	108	111	640	2,008	1,041	301	4,520
Elementary Districts	3	4	1	2	3	11	19	1	2	48
ALL DISTRICTS TOTALS	108	117	91	110	114	652	2,028	1,042	303	4,569
ALL CERTIFICATED PERSONNEL										
High School Districts										
AAA	1,493	1,241	1,091	1,281	1,616	6,906	17,433	7,905	2,340	41,309
AA	860	760	614	621	602	2,509	4,744	1,669	727	13,111
U	15	14	8	11	10	23	43	30	12	169
TOTAL	2,369	2,016	1,714	1,913	2,230	9,438	22,220	9,605	3,080	54,589
Elementary Districts	67	62	70	62	59	212	231	76	32	877
ALL DISTRICTS TOTALS	2,437	2,079	1,785	1,975	2,289	9,651	22,452	9,682	3,113	55,466

Because of rounding, the detail may not equal the total.

TABLE 31
SUMMARY OF TEACHER TURNOVERS FROM FY 1984 TO FY 1985

	Total All Teachers									First-Year Teachers Only								
	Number Teachers			Number Dropouts			Percents			Number Teachers			Number Dropouts			Percents		
Types of Districts	Elem.	JHS	HS	Elem.	JHS	HS	Elem.	JHS	HS	Elem.	JHS	HS	Elem.	JHS	HS	Elem.	JHS	HS
CLASSROOM TEACHERS																		
High School Districts																		
AAA	17,076	6,739	11,132	1,275	498	875	7	7	7	650	255	430	96	42	73	14	16	16
AA	5,592	853	4,598	517	89	586	9	10	12	423	46	361	77	6	87	18	13	24
U	84	...	58	15	...	9	17	.	16	11	...	5	4	...	...	37	...	16
TOTAL	22,753	7,593	15,788	1,808	588	1,471	7	7	9	1,084	301	797	178	49	161	16	16	20
Elementary Districts	706	17	3	84	...	...	11	.	.	62	1	...	9	...	...	15	...	...
ALL DISTRICTS TOTALS	23,460	7,610	15,791	1,892	588	1,471	8	7	9	1,146	302	797	188	49	161	16	16	20
SUPERINTENDENTS																		
High School Districts																		
AAA	...	...	171	...	...	12	.	.	7	...	...	1	...	...	...	...	...	...
AA	...	...	269	...	...	26	.	.	9	...	...	...	...	...	...	...	...	...
U	...	...	4	...	...	1	.	.	29	...	...	...	...	...	...	...	...	...
TOTAL	...	...	444	...	...	39	.	.	8	...	...	1	...	...	...	...	...	...
Elementary Districts	...	...	3	...	...	...	.	.	.	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	...	...	447	...	...	39	.	.	8	...	...	1	...	...	...	...	...	...
OTHER CENTRAL OFFICE ADMINISTRATION																		
High School Districts																		
AAA	...	...	603	...	...	65	.	.	10	...	...	4	...	...	3	...	...	75
AA	...	...	121	...	...	9	.	.	7	...	...	...	...	...	...	...	...	...
U	...	...	3	...	...	...	.	.	.	...	...	...	...	...	...	...	...	...
TOTAL	...	...	728	...	...	75	.	.	10	...	...	4	...	...	3	...	...	75
Elementary Districts	...	...	1	...	...	...	.	.	.	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	...	...	729	...	...	75	.	.	10	...	...	4	...	...	3	...	...	75
PRINCIPALS																		
High School Districts																		
AAA	730	205	223	52	8	5	7	3	2	1	...	...	...	...	...	...	...	...
AA	297	34	262	23	6	21	7	18	8	2	...	...	...	...	...	...	...	...
U	4	...	6	...	...	1	18	.	15	...	...	...	...	...	...	...	...	...
TOTAL	1,031	240	491	76	14	27	7	6	5	3	...	...	...	...	...	...	...	...
Elementary Districts	82	...	...	14	...	...	17	.	.	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	1,114	240	491	91	14	27	8	6	5	3	...	...	...	...	...	...	...	...
ASSSISTANT PRINCIPALS																		
High School Districts																		
AAA	31	144	320	1	6	15	4	4	4	...	...	3	...	...	1	...	...	33
AA	3	12	34	1	...	2	33	.	5	...	...	...	...	...	...	...	...	...
U	...	...	...	...	...	...	.	.	.	...	...	...	...	...	...	...	...	...
TOTAL	34	56	354	2	6	17	7	4	4	...	...	3	...	...	1	...	...	33
Elementary Districts	...	...	...	...	...	...	.	.	.	...	...	...	...	...	...	...	...	...
ALL DISTRICTS TOTALS	34	156	354	2	6	17	7	4	4	...	...	3	...	...	1	...	...	33
LIBRARIANS, GUIDANCE, SUPERVISORS AND SPECIAL SERVICES																		
High School Districts																		
AA	1,262	573	1,661	110	30	133	8	5	8	59	5	49	13	1	9	23	19	18
AA	300	56	554	31	5	55	10	9	10	7	...	15	1	...	2	22	...	13
U	4	...	4	1	...	2	25	.	41	...	...	1	[illegible]	...	1	...	...	80
TOTAL	1,566	629	2,220	143	36	191	9	5	8	67	5	66	[illegible]	1	12	23	19	18
Elementary Districts	45	...	5	6	...	1	13	.	18	3	...	1	...	...	1	...	...	100
ALL DISTRICTS TOTALS	1,612	629	2,226	149	36	192	9	5	8	70	5	67	15	1	13	22	19	20
ALL CERTIFICATED PERSONNEL																		
High School Districts																		
AAA	19,100	7,663	14,112	1,440	544	1,106	7	7	7	710	260	488	110	43	86	15	16	17
AA	6,192	956	5,840	573	101	701	9	10	12	433	46	377	79	6	89	18	13	23
U	92	...	76	16	...	13	18	.	17	11	...	6	4	...	1	34	...	28
TOTAL	25,385	8,619	20,029	2,030	645	1,821	7	7	9	1,155	306	872	194	50	177	16	16	20
Elementary Districts	835	17	12	105	...	1	12	.	7	65	1	1	9	...	1	14	...	100
ALL DISTRICTS TOTALS	26,221	8,636	20,041	2,135	645	1,822	8	7	9	1,220	307	873	204	50	178	16	16	20

Because of rounding, the detail may not equal the total.

TABLE 32
ESTIMATED AVERAGE ANNUAL SALARIES OF CLASSROOM TEACHERS FOR GEOGRAPHIC REGION

State	1983-84 Average Salary of Classroom Teachers	1984-85 Average Salary of Classroom Teachers	Percent of Increase Over 1983-84
50 States and D.C.	$21,935	$23,546	7.3%
Arkansas	$16,929	$18,933	11.8%
Illinois	24,191	25,829	6.8%
Iowa	20,149	20,934	3.9%
Kansas	19,368	21,206	9.5%
Kentucky	19,660	20,100	2.2%
Missouri	19,310	20,452	5.9%
Nebraska	18,785	20,153	7.3%
Oklahoma	18,580	18,930	1.9%
Tennessee	17,910	20,080	12.1%

Source: National Education Association Estimates

TABLE 33
CERTIFICATES ISSUED
July 1, 1984 to June 30, 1985

Types of Certificates	Number of Certificates*
Life Elementary Pre-K-3	350
Life Elementary K-9	383
Life Elementary 1-8	2,121
Life Elementary 4-8	142
Total Life Elementary	2,996
Total Elementary —Temporary	1,190
Life Secondary 7-9	649
Life Secondary 7-12	8,256
Total Life Secondary	8,905
Total Secondary —Temporary	520
Life K-12 Certificates	3,450
Administration	
Elementary Principal	232
Secondary Principal	233
Superintendent	126
Vocational Certificates	542
Total of all Certificates	18,194

*Count of **new** certificates issued—cannot be compared with previous year's table which counted the new certificates issued and all other certificates held.

TABLE 34
SUMMARY OF NUMBER OF SCHOOL DISTRICTS

School Year Ending June 30	School Districts		
	Total	High School*	Six-Director Elementary†
1976	563	456	107
1977	562	457	105
1978	557	456	101
1979	556	456	100
1980	554	454	100
1981	549	456	93
1982	547	456	91
1983	547	455	92
1984	546	455	91
1985	546	453	93

*The term high school represents districts operating both elementary and high schools.

†The term elementary represents districts operating elementary schools only.

TABLE 35
CLASSIFICATION DATA
A. SUMMARY OF SCHOOL DISTRICT CLASSIFICATION—1984-85

	AAA	AA	U	Total
Classified High School Districts	176	273	4	453*
Classified Elementary Districts	1	47	45	93
State Institutional Schools	—	—	—	10

*453 districts maintained 504 senior high schools.

NOTE: 534 public school districts operated kindergartens.

B. SCHOOLS HOLDING MEMBERSHIP IN THE NORTH CENTRAL ASSOCIATION—1984-85

Public Senior High Schools	151
Public Junior High/Middle Schools	22
Public Elementary Schools	31
High Schools of State Institutions	4
Non-Public High Schools	56
Total	264

TABLE 36
COURSES OFFERED IN SUBJECT MATTER FIELDS 1984-85
(GRADES 9-12)

Courses	Districts Offering	Pupils Enrolled
Agriculture:		
General Agriculture	9	155
Vocational Agriculture I	14	245
Vocational Agriculture II	10	156
Vocational Agriculture III	5	48
Vocational Agriculture IV	5	46
Animal Science	230	4,396
Livestock Production and Marketing	121	1,212
Agricultural Structures	112	1,161
Farm Management and Economics	115	1,261
Agribusiness Sales and Marketing	34	347
Agribusiness Management	35	349
Agribusiness Services	13	122
Agricultural Power I	109	1,294
Agricultural Power II	19	392
Agricultural Machinery	58	637
Agricultural Surveying and Water Management	14	142
Managing Renewable Natural Resources	5	78
Plant Science	204	3,448
Crop Production and Marketing	75	797
Forestry Production and Harvesting	8	96
Floriculture	16	267
Landscaping	5	105
Greenhouse Operation and Management	11	197
Nursery Operation and Management	3	42
Turf Management	1	22
Fruit and Vegetable Production	5	52
Agricultural Construction	180	2,433
Supervised Occupational Employment Experience	99	1,033
Other Vocational Agriculture	8	141
Total		20,674
Art:		
Art I	417	32,201
Art II	279	5,768
Art III	154	1,433
Art IV	62	560
Art Appreciation and History	33	1,179
Arts and Crafts	116	3,555
Ceramics I	100	4,623
Ceramics II	26	894
Jewelry	13	618
Photography	51	3,214
Sculpture	38	1,011
Design	49	4,222
Drawing	77	4,329
Drawing and Painting	52	2,161
Painting	72	1,888
Graphics and Printmaking	43	1,547
Commercial Art	37	1,614
Other Art	24	794
Total		71,611
Business:		
Basic Business I	308	15,014
Basic Business II	17	1,169
Business Administration	28	1,360
Business Data Processing I	124	6,327
Business Data Processing II	28	1,256
Advanced Business	20	719
Bookkeeping/Accounting I	430	17,903
Bookkeeping/Accounting II	136	3,890
Business English	63	1,221
Business Law	162	6,221
Business Mathematics	71	2,631
Clerical Practice I	262	4,316
Clerical Practice II	53	1,012
Consumer Economics	41	1,779
General Office Training	52	1,371
Law and Everyday Living	13	332
Note Hand	17	625
Office Machines	69	2,673
Business Specialities	25	641
Recordkeeping	64	3,505
Retailing	8	346
Salesmanship	13	319
Secretarial Practice I	128	2,040
Secretarial Practice II	34	626
Shorthand I	324	5,372
Shorthand II	8	264
Supervised Office Experience	65	1,526
Typing I	451	48,765
Typing II	211	12,592
Typing III	27	1,282
Key Punch	9	466
Other Business	34	2,032
Total		149,595
Distributive Education:		
Marketing and Distributive Education-1 I	70	2,900
Marketing and Distributive Education-1 II	3	226
Marketing and Distributive Education-2 I	87	3,615
Marketing and Distributive Education-2 II	27	982
Cooperative Occupational Education-1	27	705
Cooperative Occupational Education-2	23	647
Management	8	174
Supervised Marketing and Distributive Education Employment	102	4,929
Supervised Cooperative Occupational Employment	26	624
Total		14,802
Language Arts:		
Language Arts I	430	69,022
Language Arts II	384	44,874
Language Arts III	283	22,760
Language Arts IV	184	9,640
Grammar I	61	5,357
Grammar II	12	1,468
Grammar III	6	939
Practical English	114	6,766
Communications I	100	5,553
Communications II	13	2,059
Composition	158	19,851
Creative Writing	179	7,983
Mass Media	88	4,537

Courses	Districts Offering	Pupils Enrolled
Journalism I	149	3,622
Journalism II	50	1,118
Photography	14	695
Folklore	11	569
Bible Literature	6	179
Science Fiction	39	1,890
Literature	67	6,666
American Literature I	142	13,629
American Literature II	19	2,154
Contemporary Literature	49	3,370
English Literature	110	4,842
Great Books	9	163
The Novel	85	3,475
Poetry	9	191
Short Story	80	3,453
World Literature	52	4,261
Black Literature	5	691
School Publications I	172	3,992
Remedial Reading	60	3,422
Reading	89	8,038
Shakespeare	14	436
Mythology	56	2,824
Word Study	48	2,206
College Prep English	137	7,646
Vocational-Career English	36	3,003
Satire and Humor	7	345
Ethnic Literature	1	86
English-Second Language	4	166
Remedial Language Arts	38	3,265
Other Language Arts	29	2,136
Speech I	335	10,683
Speech II	57	1,460
Public Speaking	32	2,037
Debate	69	2,177
Dramatics I	235	7,374
Dramatics II	51	1,657
Radio and Television	15	637
Stagecraft	24	945
Oral Interpretation	20	639
Theatre Arts	31	1,699
Other Speech and Dramatics	16	688
Total		319,338
Foreign Languages:		
Introduction to Foreign Languages	3	218
French I	178	8,762
French II	133	3,672
French III	82	1,820
French IV	47	1,224
German I	68	3,193
German II	52	1,426
German III	36	523
German IV	21	419
Latin I	30	1,371
Latin II	23	468
Latin III	18	355
Russian	2	96
Spanish I	247	17,219
Spanish II	188	6,526
Spanish III	117	2,611
Spanish IV	50	1,127
Spanish V	14	536
Hebrew	2	69
Total		51,635
Health Occupations:		
Health Service Aide	60	1,432
Physical Education:		
Health	353	27,579
Physiology and Anatomy	10	669
First Aid	29	787
Safety	15	1,004
Physical Education	436	139,757
Adaptive Physical Education	33	905
Physical Education and Health Combination	61	12,998
Driver Education	282	26,379
Driver Education Lab	19	1,133
Other Physical Education	55	7,340
Total		218,551
Home Economics:		
Exploratory Home Economics	18	700
Basic Consumer and Homemaking I	352	9,948
Basic Consumer and Homemaking II	71	2,078
Contemporary Living	188	4,779
Consumer Education	171	3,533
Housing and Living Environments	235	4,567
Clothing and Textiles (Intermediate) I	296	5,212
Clothing and Textiles (Intermediate) II	16	265
Child Development, Care and Guidance (Parenting)	333	13,729
Clothing and Textiles (Advanced) I	169	2,504
Clothing and Textiles (Advanced) II	34	514
Family Relations and Parenting Education	313	10,780
Nutrition and Foods (Intermediate) I	348	14,515
Nutrition and Foods (Intermediate) II	21	1,073
Resource Management	15	283
Family Health (Home Nursing)	129	2,665
Housing and Living Environments (Advanced)	48	1,142
Personal Management	65	2,427
Nutrition and Foods (Advanced) I	209	6,098
Nutrition and Foods (Advanced) II	45	1,743
Child Care and Guidance, Management and Service	10	346
Clothing/Apparel and Textiles Management, Production, and Services	8	282
Food Management, Production, and Services	21	569
Home Furnishings/Equipment Management, Production, and Services	2	30
Institutional/Home Management, Consumer and Supporting Services	2	35
Home Economics Related Occupations Cooperative Education (HERO)	7	213
Family and Individual Health	70	1,308
Other Consumer Homemaking	25	1,044
Total		92,382

Courses	Districts Offering	Pupils Enrolled
Industrial Arts:		
Elementary Industrial Arts (Grades K-6)	1	71
Exploratory Industrial Arts (General Shop) (Grades 6-8)	6	104
Energy and Power Technology	21	921
Power Mechanics	56	2,529
Engines	25	798
Energy Experimentation	3	25
Industrial Crafts Technology	49	1,704
Industrial Ceramics Technology	1	11
Industrial Plastics Technology	9	175
Drafting and Design Technology	280	8,267
Architectural Drafting	92	2,050
Machine Drafting	29	753
Technical Drafting	27	837
Electricity/Electronics Technology	97	3,424
Communications Electronics	3	37
Industrial Electronics	5	132
Exploratory Industrial Arts (General Shop) (Grades 9-12)	326	12,384
Home Maintenance and Repair	65	1,613
Metals Technology I	190	5,275
Metals Machining II	49	1,395
Bench Metals	25	441
Hot Metals and Foundry	14	156
Woods Machining I	118	3,698
Woods Machining II	28	743
Woods Technology I	225	7,489
Woods Technology II	38	886
Woods Fabrication	48	1,362
Woods Construction I	150	2,887
Woods Construction II	31	527
Graphics Communications-Printing	11	765
Graphics Communications-Photography	6	449
Graphics Communication-Technology	2	336
Other Industrial Arts	24	1,380
Total		63,624
Mathematics:		
Mathematics I	101	7,761
Mathematics II	28	2,783
Albegra I	452	52,941
Algebra II	340	19,869
Algebra III	28	5,301
Basic Mathematics I	390	24,643
Basic Mathematics II	49	5,523
Geometry I	399	29,586
Geometry II	19	2,060
Mathematical Analysis	220	5,325
Terminal Mathematics	29	1,773
Trigonometry	207	5,667
Algebra-Trigonometry	78	4,307
Analytical Geometry	26	1,051
Calculus	109	2,964
Computer Mathematics I	188	13,340
Computer Mathematics II	49	3,547
Consumer Mathematics I	229	11,299
Consumer Mathematics II	13	803
Elementary Functions	12	582
Probability and Statistics	28	777
Remedial Mathematics	32	2,071
Other Mathematics	51	3,714
Total		207,687
Music:		
Instrumental Music	42	1,907
Band	418	33,350
Orchestra	40	2,078
Guitar	24	636
Drum Corps	6	341
Other Instrumental Music	29	820
Vocal Music	70	3,557
Fundamentals of Music	38	868
Music Appreciation	100	2,039
Theory and Harmony	62	589
Glee Club	117	4,718
Chorus/Choir	377	26,212
Other Vocal Music	19	482
Total		77,597
Science:		
Earth Science	59	5,181
Astronomy	15	716
Geology	18	1,190
Biology I	447	47,579
Biology II	271	9,751
Biology III	15	2,584
Botany	34	950
Ecology	85	3,420
Zoology	48	1,294
Physiology and Anatomy	91	3,830
Life Science	29	2,344
Other Biological Science	29	947
Chemistry I	402	18,872
Chemistry II	122	3,514
Chemistry III	13	487
General Science	143	12,257
Physical Science I	386	33,585
Physical Science II	22	1,827
Other Science	26	3,169
Aerospace	9	800
Physics I	264	6,846
Physics II	20	932
Consumer Science	33	3,188
Total		165,263
Social Studies:		
Psychology I	349	19,851
Psychology II	27	1,726
Behavioral Science	22	2,549
Social Studies	50	19,527
Citizenship	100	13,469
Contemporary Issues	245	9,093
Consumer Education	25	2,412
Ecology	1	42
Economics	185	7,080
Geography	347	22,852
Government and Politics	80	6,173

Courses	Districts Offering	Pupils Enrolled
American Government	148	12,200
International and Intercult Relations	31	994
Comparative Government	16	415
Other History	23	1,371
American History I	420	59,902
American History II	77	9,111
American History III	18	3,487
Missouri History	187	7,411
World History I	381	37,404
World History II	31	4,598
Ancient and Medieval History	29	2,249
Asian History	7	315
Contemporary History	51	4,266
European History	27	3,057
Latin American History	2	132
Russian History	6	294
Sociology	282	13,817
Family Relations	15	1,252
World Religions	6	497
Law and You	76	6,651
Anthropology	25	908
Afro-American/Negro History	13	976
Minority Groups	22	658
Other American History	16	1,749
Civil War Period	21	1,184
American Heritage	26	1,314
History of West	35	2,632
Other Social Studies	37	3,195
Total		286,813
Trades and Industry:		
Cooperative Industrial Education Class I	12	390
Cooperative Industrial Education Class II	26	1,391
Supervised Cooperative Industrial Education Employment	37	1,754
Vocational Preparation	32	2,498
Air Conditioning	25	487
Appliance Repair	2	47
Body and Fender—Auto	47	1,361
Mechanics—Auto	72	2,728
Automotive Service, Other	8	242
Aviation Occupations	2	62
Business Machine Maintenance	1	19
Commercial Art Occupations	6	261
Carpentry	87	1,936
Electricity	3	68
Masonry	5	91
Pipefitting and Plumbing	2	43
Construction and Maintenance Trades, Other	10	341
Custodial Services	5	73
Diesel Mechanics	7	212
Drafting	21	427
Electrical Occupations	9	189
Electronics Occupations	43	1,297
Fabric Maintenance Services	1	34
Graphic Arts Occupations	29	1,186
Marine Occupations	2	26
Machine Shop	23	475
Sheet Metal	4	99
Welding and Cutting	41	1,049
Metalworking, Other	3	54
Cosmetology	4	254
Refrigeration	2	90
Small Engine Repair	17	432
Leather Working	1	23
Woodworking	4	87
Other Trade and Industrial Occupations	16	637
Total		20,363
Miscellaneous:		
Inter-Disciplinary (Gifted)	27	1,080
Exploratory and Enrichment	4	34
Computer Literacy	128	8,077
Junior ROTC	7	4,248
Basic Skills	12	567
Core Curriculum	1	15
Career Education	22	1,241
Academic Program, Off-Campus	1	86
Career Exploration Program, Related On-Campus Instruction	7	221
Career Exploration Program, Off-Campus	3	51
Cadet Teaching	25	733
Allied Arts	19	1,151
Library Science	30	358
Total		17,862

TABLE 37
SUMMARY OF COURSES OFFERED IN SUBJECT MATTER FIELDS

Number of Course Titles: There is a listing of course titles for each major area published each year (see Table 36). This number is the aggregate of that listing by area.

Duplicated Count of Students: If a student is enrolled in more than one course in a major area, the student will be counted for each course.

Percent of 9-12 Students Enrolled: This is a ratio of students enrolled in the major areas divided by fall state enrollment for 9-12 grades. The comparison of years shows activities of areas.

Year	# of Course Titles	Duplicated Count of Students	% of 9-12 Fall Enrollment
Agriculture			
84-85	29	20,674	8.3
83-84	28	22,793	9.1
82-83	28	22,074	8.6
81-82	29	23,496	8.8
80-81	29	23,061	8.3
79-80	29	24,916	8.5
78-79	25	25,350	8.3
77-78	24	26,026	8.2
76-77	24	26,363	8.3
75-76	25	26,059	8.2
74-75	24	24,933	7.9
73-74	22	23,132	7.4
72-73	20	21,511	7.1
71-72	21	19,717	6.8
Business Education			
84-85	32	149,595	60.1
83-84	32	152,019	61.0
82-83	31	154,527	60.4
81-82	31	160,541	60.4
80-81	31	167,827	60.5
79-80	31	177,333	60.4
78-79	30	184,365	60.3
77-78	31	186,286	58.9
76-77	29	186,855	58.5
75-76	28	185,172	58.0
74-75	27	184,062	58.5
73-74	27	175,626	56.2
72-73	26	173,275	57.0
71-72	26	160,752	55.0
Distributive Education			
84-85	9	14,802	6.0
83-84	9	14,800	5.9
82-83	7	16,260	6.4
81-82	7	17,774	6.7
80-81	6	19,572	7.1
79-80	5	21,595	7.4
78-79	5	22,229	7.3
77-78	7	21,476	6.8
76-77	7	21,253	6.7
75-76	7	19,768	6.2
74-75	7	21,909	7.0
73-74	5	10,375	3.3
72-73	5	9,826	3.2
71-72	5	8,618	3.0
Health & Physical Education			
84-85	10	219,983	88.4
83-84	11	225,078	90.3
82-83	11	239,040	93.5
81-82	11	251,236	94.6
80-81	10	269,515	97.1
79-80	15	287,152	97.8
78-79	12	298,296	97.5
77-78	7	310,699	98.2
76-77	7	316,047	99.0
75-76	6	337,456	105.6
74-75	7	337,607	107.3
73-74	7	367,166	117.6
72-73	6	340,024	111.8
71-72	5	345,059	118.2

Year	# of Course Titles	Duplicated Count of Students	% of 9-12 Fall Enrollment
Art			
84-85	18	71,611	28.8
83-84	18	75,780	30.4
82-83	18	79,265	31.0
81-82	19	86,791	32.7
80-81	19	92,215	33.2
79-80	19	99,001	33.7
78-79	19	104,706	34.2
77-78	19	109,625	34.7
76-77	19	108,652	34.0
75-76	19	104,808	32.8
74-75	17	96,060	30.5
73-74	17	82,688	26.5
72-73	15	73,254	24.1
71-72	12	58,835	20.1
Home Economics			
84-85	28	92,382	37.1
83-84	28	96,234	38.6
82-83	27	101,862	39.8
81-82	27	109,749	41.3
80-81	26	111,363	40.1
79-80	28	113,330	38.6
78-79	28	118,813	38.8
77-78	30	125,368	39.6
76-77	27	122,590	38.4
75-76	27	118,087	37.0
74-75	26	112,138	35.6
73-74	28	102,359	32.8
72-73	27	92,254	30.3
71-72	25	83,941	28.7
Foreign Language			
84-85	19	51,635	20.8
83-84	19	40,375	16.2
82-83	18	38,672	15.1
81-82	18	38,045	14.3
80-81	20	38,411	13.8
79-80	21	38,060	13.0
78-79	22	40,620	13.3
77-78	25	42,287	13.4
76-77	25	42,359	13.3
75-76	23	42,601	13.3
74-75	25	44,097	14.0
73-74	32	43,005	13.8
72-73	33	43,217	14.2
71-72	27	46,309	15.9
Industrial Arts			
84-85	33	63,624	25.6
83-84	35	68,510	27.5
82-83	35	75,742	29.6
81-82	36	81,122	30.5
80-81	38	88,547	31.9
79-80	35	92,834	31.6
78-79	25	99,320	32.4
77-78	25	104,143	32.9
76-77	23	103,785	32.5
75-76	23	101,193	31.7
74-75	22	97,235	30.9
73-74	21	89,021	28.5
72-73	20	80,030	26.3
71-72	20	70,651	24.2

Year	# of Course Titles	Duplicated Count of Students	% of 9-12 Fall Enrollment
Language Arts			
84-85	54	319,338	128.4
83-84	54	321,644	129.0
82-83	54	330,070	129.0
81-82	54	351,124	132.2
80-81	56	367,703	132.5
79-80	55	385,773	131.5
78-79	52	401,544	131.2
77-78	49	417,308	131.9
76-77	49	425,670	133.4
75-76	46	418,838	131.1
74-75	38	411,603	130.8
73-74	39	397,010	127.1
72-73	38	362,950	119.3
71-72	32	315,868	108.2
Music			
84-85	13	77,597	31.2
83-84	13	81,900	32.9
82-83	13	87,215	34.1
81-82	13	91,041	34.3
80-81	13	94,056	33.9
79-80	13	98,362	33.5
78-79	13	100,609	32.9
77-78	11	103,347	32.7
76-77	11	108,359	33.9
75-76	10	104,799	32.8
74-75	10	102,498	32.6
73-74	9	92,204	29.5
72-73	8	90,319	29.7
71-72	8	89,238	30.6
Social Studies			
84-85	39	286,813	115.3
83-84	39	285,907	114.7
82-83	39	293,220	114.6
81-82	39	309,969	116.7
80-81	39	325,105	117.2
79-80	39	342,705	116.8
78-79	37	352,842	115.3
77-78	34	362,413	114.6
76-77	32	358,460	112.3
75-76	30	390,228	122.1
74-75	28	366,565	116.5
73-74	27	362,174	116.0
72-73	27	345,216	113.5
71-72	23	304,827	104.4

Year	# of Course Titles	Duplicated Count of Students	% of 9-12 Fall Enrollment
Mathematics			
84-85	23	207,687	83.5
83-84	23	197,307	79.1
82-83	23	187,710	73.4
81-82	23	187,711	70.6
80-81	23	191,565	69.0
79-80	21	197,043	67.1
78-79	18	199,022	65.0
77-78	16	197,873	62.6
76-77	16	199,146	62.4
75-76	16	194,780	61.0
74-75	15	182,114	57.9
73-74	15	178,991	57.3
72-73	15	167,021	54.9
71-72	16	157,981	54.1
Biological & Physical Sciences			
84-85	23	165,263	66.4
83-84	23	150,584	60.4
82-83	24	149,317	58.4
81-82	24	151,587	57.1
80-81	23	154,918	55.8
79-80	22	162,283	55.3
78-79	21	169,346	55.3
77-78	23	173,951	55.0
76-77	19	173,423	54.3
75-76	19	171,077	53.5
74-75	17	163,976	52.1
73-74	15	154,996	49.6
72-73	14	142,493	46.8
71-72	11	133,713	45.8
Trades & Industry			
84-85	35	20,363	8.2
83-84	36	22,122	8.9
82-83	39	23,091	9.0
81-82	40	24,893	9.4
80-81	40	25,663	9.2
79-80	45	27,249	9.3
78-79	68	28,015	9.2
77-78	61	30,365	9.6
76-77	83	27,092	8.5
75-76	86	26,661	8.3
74-75	82	22,255	7.1
73-74	83	20,249	6.5
72-73	79	16,699	5.5
71-72	76	15,061	5.2

TABLE 38
VOCATIONAL EDUCATION
Fiscal Year 1985
A. Financial Data—Summary

Allotment—Total*	$ 47,973,077
Federal*	20,593,737
State	27,379,340
Expenditures—Total	$135,498,899
Federal	19,018,385
State	27,379,340
Local	89,101,174
Function—Total	$135,498,899
Instruction	102,657,789
Guidance	22,466,908
Administration	6,518,072
Teacher Education	2,206,866
Research and Development	75,881
Curriculum Development	625,187
Construction	480,500
Planning & Evaluation	90,782
Sex Bias Grants	80,888
Displaced Homemakers	296,026
Programs—Total	$135,498,899
Basic Grant	98,824,424
Supportive Services	24,104,622
Special Disadvantaged	737,348
Consumer Homemaker	11,741,713
Others	90,792

*Includes administration.
**Includes 1984 carryover funds.

B. Statistical Data—Summary

	Secondary			Postsecondary			Adult		
	# of Districts	# of Teachers	# of Students	# of Districts	# of Teachers	# of Students	# of Districts	# of Teachers	# of Students
Agriculture	243	317	13,206	12	42	701	124	29	6,126
Business and Office	254	423	10,703	24	455	18,344	59	427	16,174
Distributive Education	115	239	9,618	16	228	8,577	16	100	6,140
Health	62	72	1,429	18	329	4,616	50	260	5,503
Home Ec. (Consumer)	376	652	63,279	2	6	421	27	147	26,975
Home Ec. (Occupational)	29	52	1,367	12	105	1,285	9	38	3,292
Trade and Technical	120	596	15,634	19	372	8,131	66	474	32,641
Industrial Arts (all levels)	409	790	65,536	..	...	...	..	...	...
Guidance	305	795	...	14	34	...	1	3	...
Other—Special Needs	122	370	14,854	32	91	14,226	22	67	5,856

TABLE 39
ADULT EDUCATION

a. Employment Training Section
(Job Training Partnership Act)
(Oct. 1—June 30)

Year	Number of School Districts Offering	Number of Teachers	Enrollments
1977-78	39	225	5,622
1978-79	54	312	7,794
1979-80	60	348	8,700
1980-81	57	324	8,088
1981-82	55	314	7,850
1982-83	55	305	7,603
1983-84	55	305	6,104*
1984-85	55	305	6,100

*9-month transition year

b. Adult Basic Education

Year	Schools Conducting Classes	Number Teachers Certified	Number Students Enrolled
1977-78	54	744	23,319
1978-79	52	776	26,762
1979-80	50	989	33,292
1980-81	49	1,030	34,965
1981-82	47	749	30,947
1982-83	48	716	28,534
1983-84	46	863	26,245
1984-85	45	824	25,876

c. Veterans Education

Year	Number of Approved Schools	Number of Approved Business Establishments	Number in Training
1977-78	404	1,413	22,493
1978-79	402	1,226	17,240
1979-80	369	1,064	14,134
1980-81	359	1,026	13,391
1981-82	356	607	11,206
1982-83	363	437	9,460
1983-84	369	309	8,323
1984-85	348	232	5,305

d. High School Equivalence

Year	Total Applications	Number of Certificates Issued	Percent Receiving Certificates
1977-78	14,010	6,914	49%
1978-79	14,182	8,718	61%
1979-80	15,684	8,982	57%
1980-81	18,251	11,190	61%
1981-82	15,986	9,628	60%
1982-83	16,124	9,636	60%
1983-84	14,368	8,697	61%
1984-85	11,487	7,007	61%

e. Community Education Program

Statistical Items	1980-81	1981-82	1982-83	1983-84	1984-85
Districts					
Number of Schools with Community Education	137	104	111	147	121
Number of Schools having Written Resolution/Policy	65	64	61	65	63
Personnel					
Community Education Coordinators/Directors	143	131	158	199	163
Community Education Support Personnel	153	198	254	340	376
Community Education Instructors	3,720	3,979	4,143	4,752	4,428
Individuals in Programs	231,812	239,004	249,778	280,807	274,771
Individuals on Advisory Councils	1,790	1,587	1,344	1,277	1,306
Individuals as Volunteers	1,170	1,339	2,066	2,827	2,969
Volunteer Hours	32,017	32,138	40,189	57,054	42,662
Agencies/Organizations involved in Community Education Activities	600	585	916	853	1,202
Facilities					
School Buildings Utilized for Community Education	419	384	280	351	271
Sources of Funding					
Local Fees	$2,636,054	$3,032,460	$3,486,957	$4,938,129	$4,894,463
City Government	1,078,250	842,000	992,905	1,260,104	877,750
Local Boards of Education	712,566	1,026,929	531,636	943,088	681,548
Other	693,459	3,919,694	4,419,881	3,065,714	2,764,582

TABLE 40
SPECIAL EDUCATION
A. FINANCIAL & STATISTICAL DATA—SUMMARY
FISCAL YEAR—1985

	Missouri School for Blind	Missouri School for Deaf	Section of Special Education	State Schools for Severely Handicapped	Total
Source of Funding:					
State	$2,497,793	$3,169,588	$62,610,290	$16,017,962	$84,295,633
Federal	324,795	247,350	25,561,599	2,714,301	28,848,045
Total	2,822,588	3,416,938	88,171,889	18,732,263	133,143,678
Expenditures:					
Personal Service	2,256,602	2,620,941	570,497	10,607,565	16,055,605
Expense & Equipment	565,986	795,997	128,413	8,124,698	9,615,094
Direct Payment to Schools	...	...	87,472,979	...	87,472,979
Total	$2,822,588	$3,416,938	$88,171,889	$18,732,265	$113,143,678
Handicapped Served:					
Deaf/Hard of Hearing		241	655		896
Blind/Partially Seeing	38		166		204
Mentally Retarded			14,915	2,445	17,360
Speech Impaired			40,399		40,399
Learning Disabled			36,761		36,761
Behavior Disordered			6,800		6,800
Physically Impaired			797		797
Deaf/Blind	27		101		128
Preschool			1,109		1,109
Severely Handicapped			747		747
Autistic			41		41
Multiply Handicapped	60		12	285	357
Total	125	241	102,503	2,730	105,599

B. PROGRAMS DATA
a. Special Education Programs
1984-85

Category	Total Number of Children (Duplicated Count)	Total Number of Teachers	Approved+ Reimbursement
Aides		1,895.25	$ 3,790,500
Homebound/Contractual*	666	...	532,723
Physically Impaired	797	81.75	834,831
Hearing Impaired	655	77.75	793,983
Visually Impaired	166	22.75	232,323
Mentally Retarded	14,915	1,330.25	10,188,445
Speech & Language Disorder	40,399	949.50	9,696,294
Learning Disabled	36,761	2,376.25	24,266,265
Behavior Disordered	6,800	660.50	6,745,026
Remedial Reading**	NA	(1,204.50)	(7,176,441)
Professional Personnel	...	889.75	3,559,000
Severely Handicapped	747	88.25	901,209
Early Childhood	1,109	140.00	714,840
Autistic	41	7.50	76,590
Multiply Handicapped	12	2.00	20,424
Deaf/Blind	101	17.50	178,710
Totals	103,169	8,539.00	$62,531,163

*Figure represents full-time equivalents based upon $800 reimbursement for each full-time equivalent.

**Effective FY 1982 Remedial Reading no longer administered by Special Education and not in totals.

+(Note: Approved amount was funded at .99859379071 during the 1984-85 school year.
The above data does not reflect the reduction in funding.)

b. State Schools for Severely Handicapped—Statistical Summary

Attendance Schools	Aggregate Days Membership	Days in Session	A.D.M.	Total Days Attendance	A.D.A.	Number Pupils Transported
51	392,703	174	2,256.9	347,067	1,994.6	2,380

c. Sheltered Workshops—Statistical Summary

Number of Workshops	Number of Handicapped Workers	Total Wages	Average Hourly Wage	Total State Aid Paid to Workshop
81	5,161	$6,611,430.01	$.93	$6,459,384

C. MISSOURI SCHOOL TRUST FUNDS

Section 162.790 (5) RSMo., authorizes the State Board of Education to accept grants, gifts, donations, or bequests for the use of the Missouri Schools for the Blind, for the Deaf, and for the Handicapped Children to deposit same in the Schools' Trust Fund in the State Treasury, or to invest such funds in stocks, bonds, deeds of trust, or any other investment securities in the amounts and in the proportions that the State Board of Education prudently selects.

The act further provides that "moneys in the School for the Blind Trust Fund or in the School for the Deaf Trust Fund or the School for the Handicapped Children Trust Fund shall not be appropriated for the support of the schools in lieu of general state revenues but shall be appropriated only for the purpose of carrying out the object for which the grant, gift, donation, devise or bequest was made," as recommended by the State Board of Education.

a. SCHOOL FOR THE DEAF TRUST FUND
BALANCE SHEET
June 30, 1985

Assets		
Cash in bank—Boatmen's National Bank of St. Louis		$ (.46)
Cash in bank—State Treasury		773.81
Investments:		
Sears Roebuck Acceptance Corp. Variable Interest Note	$ 13,000.00	
Government Bonds (M/V—$113,923.30)	109,783.40	
Total Investments		122,783.40
Furniture, Fixtures and Equipment		20,925.42
Total Assets		$144,482.17
Fund Balance		
Fund Balance		$144,482.17

b. SCHOOL FOR THE DEAF TRUST FUND
ANALYSIS OF CHANGES IN FUND BALANCE
July 1, 1984—June 30, 1985

Balance, July 1, 1984		$136,497.01
Add:		
Interest Received	$13,285.28	
Cash Gifts—Estates	673.00	
Gain on Sale—Investments	25.10	13,983.38
Less:		
Bank Fees	$ 755.72	
Activities Account	5,242.50	5,998.22
Fund Balance, June 30, 1985		$144,482.17

c. HANDICAPPED CHILDREN TRUST FUND
BALANCE SHEET
June 30, 1985

Assets		
Cash in bank—Boatmen's National Bank of St. Louis		$ 430.78
Cash in bank—State Treasury		1,705.15
Investments:		
Sears Roebuck Acceptance Corp. Variable Interest Note	$12,000.00	
Government Bonds (M/V—$87,865.50)	84,861.95	
Total Investments		96,861.95
Total Assets		$98,997.88
Fund Balance		
Restricted Fund Balance*		$25,388.31
Unrestricted Fund Balance		73,609.57
Total Fund Balance		$98,997.88

---

*Restricted as follows: $3,790.05—Maple Valley State School, gift of Gladstone Fraternal Order of Police. $20,275.80—B.W. Sheperd State School, gifts from Adele S. Holt Estate ($6,082.74), James Lynn Estate ($2,635.85), and Peppin Estate ($11,557.21). $1,322.46—State School No. 18, gift from Rosa B. Clark Estate.

d. HANDICAPPED CHILDREN TRUST FUND
ANALYSIS OF CHANGES IN FUND BALANCE
July 1, 1984—June 30, 1985

Balance, July 1, 1984		$89,513.81
Add:		
Interest Received	$ 9,998.70	
Cash Gifts—Estates	100.00	
Gain on Sale	18.60	10,117.30
Less:		
Bank Fees	$ 633.23	633.23
Fund Balance, June 30, 1985		$98,997.88

e. SCHOOL FOR THE BLIND TRUST FUND
BALANCE SHEET
June 30, 1985

Assets		
Cash in bank—Boatmen's National Bank of St. Louis		$ (4,316.93)
Cash in bank—State Treasury		26,653.82
Investments:		
Variable Interest Notes	$ 408,000.00	
Government Bonds (M/V—$1,931,890.24)	1,833,339.26	
Coorporate Bonds (M/V—$495,862.50)	590,643.75	
Common Stock (M/V—$1,389,177.73)	682,547.57	
Total Investments		3,514,530.58
Furniture, Fixtures and Equipment		238,301.93
Land and Buildings, Recorded at Cost		638,946.48
Total Assets		$4,414,115.88
Fund Balance		
Restricted Fund Balance*		$ 20,000.00
Unrestricted Fund Balance		4,394,115.88
Total Fund Balance		$4,414,115.88

*Restricted as follows: To assist graduates in starting life on self-supporting basis. Gift from Eula E. Reynard Estate.

f. SCHOOL FOR THE BLIND TRUST FUND
ANALYSIS OF CHANGES IN FUND BALANCE
July 1, 1984—June 30, 1985

Balance, July 1, 1984		$4,027,988.14
Add:		
Cash Dividends	$ 57,905.57	
Interest Received	279,372.19	
Cash Gifts—Estates	67,646.43	
Stock Gifts—Estates	18,955.76	
Gain on Sale—Investments, Land & Building	28,129.19	452,009.14
Less:		
Loss on Sale—Investments, Land & Building	$ 1,227.89	
Bank Fees	10,026.36	
Office Supplies	1,409.04	
Repair & Maintenance	5,308.57	
Therapeutic Expense	29,849.35	
Instructional Expense	18,060.19	65,881.40
Fund Balance, June 30, 1985		$4,414,115.88

TABLE 41

VOCATIONAL REHABILITATION

A. Summary Data for Year Ending September 30, 1985

Persons Served and Rehabilitated		Average Cost	
Per Case Served	Per Case Rehabilitated	Served	Rehabilitated
36,308	6,245	$ 781.00	$4,540.68
20,727*		$1,368.10*	

*Denotes active cases only. Prior to Fiscal Year 1985, total cases served were required to be reported to the federal government.

B. Services and Cost to the 6,245 Clients Rehabilitated

Services	Number of Clients with Cost	Total Cost*
All Services*	6,245	$10,873,150

*The costs represent only amounts spent for services purchased by the agency. Some services have been obtained free of charge or may have been paid for, wholly or in part, by other organizations, interested individuals or by the client himself. Excludes cost of administration,counseling, guidance and placement.

C. Jobs After Rehabilitation

Professional, Technical & Managerial Occupations	878
Clerical and Sales Occupations	980
Service Occupations	1,552
Farming, Fishery, Forestry, & Related Occupations	158
Industrial Occupations	1,380
Work in Sheltered Workshops	888
Homemakers (own home) and Other Unpaid Family Workers (own home)	409
Total	6,245

D. Earnings at Referral and at Closure to 6,245 Rehabilitants

Weekly Earnings at Referral	Number of Rehabilitants	Weekly Earnings at Closure	Number of Rehabilitants
None	5,351	None	422
$01-19	39	$01-19	505
$20-39	58	$20-39	402
$40-59	98	$40-59	253
$60-79	100	$60-79	342
$80-99	65	$80-99	242
$100+	534	$100+	4,079
Average weekly earnings at referral	$ 17	Increase in average weekly earnings	$119*
Average weekly earnings at closure	$136		

*With an increase in average weekly earnings of $119 for the 6,245 rehabilitants, the total annual increase in earnings would amount to $38,644,060.

TABLE 42
TESTING AND ASSESSMENT
PROGRAM DATA

A. Summary of 1984-85 BEST Test

BEST	Percent Passing Test
Reading	95.6
Math.	83.4
Govt./Econ.	86.6
All Three Subtests	77.1

Passing Criteria: At least 1 of 3 items correct on each of the 13 objectives and at least 75 percent of the subtest items correct.
Testing Dates: March 1-15, 1985
Number of eighth graders included in this analysis—60,494
Total number of eighth grade students—65,457

B. BEST Reading/Language Arts Subtest

OBJECTIVES (Stated in Abbreviated Form)	% answering correctly at least:		
	1 of 3	2 of 3 (Mastery)	3 of 3
1. Identification and interpretation of medical terms	99.9	99.3	92.2
2. Identification and interpretation of labels and symbols	99.9	99.5	93.1
3. Interpretation of consumer vocabulary terms	99.9	99.0	87.3
4. Proper response to commonly used signs	99.9	99.7	95.9
5. Use reference materials and sources to obtain information	99.7	98.1	87.4
6. Recognize main ideas	99.3	95.4	77.2
7. Note purpose of writer	99.7	96.6	84.1
8. Recognize a correctly completed form	99.8	97.9	78.0
9. Interpret business correspondence and contracts	99.6	95.3	64.2
10. Identify information in various sections of a newspaper	99.8	99.2	91.3
11. Interpretation of common documents (menu, ballot)	99.6	96.5	74.5
12. Follow written directions	99.4	96.7	82.8
13. Interpretation of graphic information	99.0	94.3	71.4
Number of students tested:	60,172		
Number of students passing this subtest:	57,510	(95.6%)	

Locally Administered Objectives	Percent Passing
14. Speak effectively in business and social situations	95.8
15. Write sentences using acceptable grammar, punctuation, and spelling	93.1
16. Use reference materials and sources	95.4
17. Recognize main idea and details of an oral presentation	95.0
18. Complete a business form correctly	95.3
19. Communicate by reading orally	96.5
20. Locate parts of a newspaper	95.4
21. Follow oral and written directions	95.4
Number of students passing	52,535 (86.8%)

C. BEST Mathematics Subtest

OBJECTIVES (Stated in Abbreviated Form)	% answering correctly at least:		
	1 of 3	2 of 3 (Mastery)	3 of 3
1. Addition and subtraction of whole numbers	99.9	99.2	91.0
2. Multiplication and division of whole numbers	99.6	98.5	91.3
3. Addition and subtraction of fractions	99.8	99.1	91.7
4. Multiplication and division of fractions	99.7	98.4	90.9
5. Business and consumer transactions	98.3	79.2	40.7
6. Measurement of perimeter, area and volume	99.3	86.0	55.1
7. Measurement of time and temperature	99.0	90.7	61.4
8. Interpret charts, graphs, tables, maps, scale drawings	99.7	97.4	76.5
9. Ratio and proportion	96.7	86.9	64.6
10. Interpret probability and statistical statements	97.3	88.4	63.3
11. Determine averages	95.6	87.4	73.0
12. Identify horizontal, vertical, parallel, intersecting lines	98.0	87.5	56.4
13. Identify simple plane and solid geometric figures	99.8	98.1	87.3
Number of students tested:	60,190		
Number of students passing this subtest	50,202	(83.4%)	

Locally Administered Objectives	Percent Passing
14. Measure length, volume, weight, time and temperature	94.8
15. Estimate results and answers to computational problems	94.7
Number of students passing	56,089 (92.7%)

D. BEST Government/Economics Subtest

OBJECTIVES (Stated in Abbreviated Form)	% answering correctly at least:		
	1 of 3	2 of 3 (Mastery)	3 of 3
1. Understand terms such as "democracy"	99.6	97.4	84.2
2. Understand process of making, enforcing, interpreting laws	98.4	90.3	62.8
3. Understand rights guaranteed to a citizen	99.2	94.2	72.1
4. Recognize limits on individual rights and freedoms	99.4	97.0	82.6
5. Understand basic responsibilities of citizenship	99.7	98.8	91.8
6. Understand roles of government officials	96.1	77.8	44.1
7. Understand factors related to production of goods and services	99.4	96.1	78.7
8. Understand and apply information about how private business functions	99.0	94.1	73.2
9. Understand how government functions in U.S. economy	98.5	93.2	71.3
10. Predict how change in economy will result in other changes	98.8	92.7	65.6
11. Make rational personal economic decisions	98.2	91.9	68.6
12. Recognize the rights and responsibilities of consumers	99.1	95.9	84.2
13. Understand use and handling of money and investments	99.4	95.4	75.8
Number of students tested:	60,128		
Number of students passing this subtest	52,041	(86.6%)	

E. Statewide Twelfth Grade Assessment Results—October, 1984

Goal Subgoal	1984 Average Percent Correct	1975 Average Percent Correct
I. Intellectual Development		
A. Communication	71.03	70.54
B. Quantitative Thinking	56.95	53.10
C. Social Processes	63.96	65.68
D. Scientific Understanding	51.34	53.40
E. Decision Making	50.06	51.37
F. Aesthetic Sensitivity	58.93	60.79
II. Physical Development		
A. Growth and Maturation	75.52	75.69
B. Health	55.41	59.46
C. Recreation	72.89	73.48
III. Social Development		
A. Social and Physical Environment	73.40	76.88
B. Cultural Awareness	57.22	61.00
C. Governmental Institutions	68.01	71.10
D. Avocational Pursuits	77.39	80.39
E. Concepts of Self, Morality, Values	65.71	65.26
IV. Career Development		
A. Social Significance of Work	56.55	58.53
B. Occupational Exploration	69.27	71.27
C. Occupational Preparation	59.75	61.75

F. Statewide Sixth Grade Assessment Results
January, 1985

Goal Subgoal	Average Percent Correct
I. Intellectual Development	
A. Communication	66.79
B. Quantitative Thinking	67.93
C. Social Processes	62.42
D. Scientific Understanding	46.16
E. Decision Making	67.45
F. Aesthetic Sensitivity	44.41
II. Physical Development	
A. Growth and Maturation	68.86
B. Health	68.99
C. Recreation	69.38
III. Social Development	
A. Social and Physical Environment	66.01
B. Cultural Awareness	59.00
C. Governmental Institutions	54.15
D. Avocational Pursuits	54.17
E. Concepts of Self, Morality, Values	70.34
IV. Career Development	
A. Social Significance of Work	57.56
B. Occupational Exploration	59.50

G. Scholastic Aptitude Test Scores

	Verbal		Math	
	Mo.	National	Mo.	National
1971-72	483	453	512	484
1972-73	475	445	509	481
1973-74	475	444	510	480
1974-75	465	434	500	472
1975-76	464	431	505	472
1976-77	464	429	506	470
1977-78	465	429	506	468
1978-79	461	427	504	467
1979-80	458	424	503	466
1980-81	462	424	504	466
1981-82	465	426	510	467
1982-83	466	425	510	468
1983-84	469	426	512	471
1984-85	475	431	518	475

H. American College Test (ACT) Scores of Missouri Students as Compared to National Norms

	English	Mathematics	Social Studies	Natural Science	Composite	Number of Students
1975-76						
Missouri	18.2	18.1	18.1	21.4	19.1	19,737
National	17.5	17.5	17.0	20.8	18.3	69,166*
1976-77						
Missouri	18.4	18.1	18.4	21.7	19.3	21,357
National	17.7	17.4	17.3	20.9	18.4	74,356*
1977-78						
Missouri	18.5	17.9	18.2	21.6	19.2	21,799
National	17.9	17.5	17.1	20.9	18.5	76,977*
1978-79						
Missouri	18.4	18.0	18.0	21.7	19.1	24,018
National	17.9	17.5	17.2	21.1	18.6	78,021*
1979-80						
Missouri	18.3	17.5	17.9	21.5	18.9	27,341
National	17.9	17.4	17.2	21.1	18.5	82,220*
1980-81						
Missouri	18.1	17.4	17.9	21.4	18.8	29,359
National	17.8	17.3	17.2	21.0	18.5	83,576*
1981-82						
Missouri	18.2	17.1	17.9	21.0	18.7	30,433
National	17.9	17.2	17.3	20.8	18.4	80,452*
1982-83						
Missouri	18.1	16.9	17.7	21.1	18.5	31,560
National	17.8	16.9	17.1	20.9	18.3	83,530*
1983-84						
Missouri	18.4	17.4	17.9	21.3	18.8	32,743
National	18.1	17.3	17.3	21.0	18.5	84,956*
1984-85						
Missouri	18.4	17.2	17.7	21.4	18.8	29,700**
National	18.1	17.2	17.4	21.2	18.6	738,836

*Ten percent sample of national college-bound students taking the ACT.

**Change in 1984-85 Missouri data—includes only twelfth-grade college-bound students.

I. Statewide Results of 1985 Sixth Grade Criterion-Referenced Test

Reading

Objective Statement	% Mastered	% of Correct Responses for each Item		
Domain—Word Analysis				
1. Indicate the letters that are silent within a word	68	83	81	90
2. Indicate words that are synonyms	44	59	72	87
3. Indicate words that are antonyms	31	77	63	47
Domain—Factual Comprehension				
4. Choose the correct meaning of the prefix in a given word	43	76	70	68
5. Choose the correct meaning of the suffix in a given word	58	92	81	68
6. Use context to determine the meaning of a word in a sentence	37	63	90	55
7. Use semantics and context clues to determine the meaning of a word with multiple meanings	63	74	84	88
8. Recognize the main idea of a passage when stated explicitly	39	86	59	57
9. Identify the sequences of events in context	44	82	61	72
Domain—Interpretive and Critical Comprehension (in a passage)				
10. Recognize the main idea (inferred) in a paragraph	39	63	75	65
11. Draw conclusions	51	67	74	81
12. Interpret emotional reactions expressed in the passage	31	56	62	65
13. Identify inferred cause and effect relationships	43	61	78	70
14. Use context to determine the meaning of similes	66	84	77	92
15. Use context to determine the meaning of metaphors	46	89	63	66
16. Use context to determine the meaning of personifications	23	40	49	81
17. Distinguish fact from opinion	66	82	76	83
18. Interpret the meaning of idioms	44	68	60	88
Domain—Study Skills				
19. Use of reference materials (index, dictionary, encyclopedia, etc.)	45	81	90	57
20. Use the key/legend to answer specific questions about a map	35	74	60	62
21. Establish purpose for reading	36	71	62	66
22. Outline material	32	73	60	48
23. Analyze product to fit a specific need	43	65	73	69
24. Locate information by using a time line	42	57	69	86
25. Finding information using a graph	35	68	64	59
26. Finding information using a schedule	41	67	60	84
Domain—Functional Skills				
27. Using the classified ads	16	51	61	37
28. Reading hazard warning labels on household products	20	70	36	55
29. Locating specific information	39	76	56	69
30. Applying real-life skills	51	69	82	69

Average number of objectives mastered = 127
Average percent of objectives mastered = 42
Average percent of correct responses = 70
Number of students tested = 15,955
Mean raw score = 62.58
Standard Deviation = 16.46
Mastery = 3 of 3 items correct for an objective

Mathematics

Objective Statement	% Mastered	% of Correct Responses for each Item		
Domain—Numeration				
1. Determine place value of numerals through millions	57	73	78	79
2. Read any numeral, using expanded notation and exponents	27	78	55	47
3. Round numbers to the nearest whole and decimal number	50	65	82	71
4. Decimal notation	37	71	67	60
Domain—Computing whole numbers				
5. Addition	71	91	88	81
6. Subtraction	68	83	86	78
7. Multiplication	53	86	83	60
8. Division	49	78	71	63
Domain—Fractions				
9. Identify fractions, improper fractions, and mixed numerals	58	78	77	74
10. Add unlike fractions and express answers in simplest form	42	56	77	62
11. Subtract unlike fractions and express answers in simplest form	35	68	53	58
12. Multiply fractions and express answers in simplest form	32	56	61	51
13. Divide fractions and express answers in simplest form	28	55	47	48
14. Give the percent for a fraction	16	56	30	24
Domain—Computation of decimals (add, subtract, multiply, divide)				
15. Solve decimal problems of addition and subtraction	52	65	76	77
16. Solve decimal problems of multiplication and division	43	71	68	61
17. Solve decimal problems using percents	11	38	48	35
Domain—Solving word problems (functional math)				
18. Select appropriate mathematical operation to solve word problems using money	12	60	71	24
19. Determine the average for given data	27	41	53	68
20. Interpret simple mathematical statements relating to common situations	33	69	50	72
Domain—Graphs, time and measurement				
21. Interpret data on a graph	26	51	42	70
22. Interpret word problems involving time	28	60	50	64
23. Solve word problems involving distance	37	57	80	65
Domain—Geometry				
24. Find the perimeter and/or the area of any simple polygon	21	46	33	46
25. Identify intersecting and parallel lines and congruent shapes	33	82	66	45
26. Interpret the measurement of angles	46	61	82	78
27. Find the volume and surface area	18	67	66	29
Domain—Ratio, proportion, probability, and symbols				
28. Solve problems by applying the concept of ratio and proportion	55	84	69	72
29. Interpret simple probability	36	58	66	63
30. Use of symbols in equations and inequalities	36	75	57	54

Average number of objectives mastered = 11.4
Average percent of objectives mastered = 38
Average percent of correct responses = 63
Number of students tested = 15,955
Mean raw score = 56.90
Standard Deviation = 17.45
Mastery = 3 of 3 items correct for an objective

J. Statewide Results of Ninth Grade TAP Test—1984-85

	Number of Items	% Right
Reading Comprehension		
Textbook Skills	30	60
Everyday Skills	30	62
Mathematics		
Operations	6	71
Equivalent forms/order	5	44
Common applications	11	56
Algebra	5	50
Geometry and measurement	7	49
Statistics/graphs/tables	7	52
Basic math principles	7	44
Written Expression		
Spelling	3	56
Capitalization	2	54
Punctuation		
1. End Punctuation	1	84
2. Comma	4	64
3. Quotation Marks	2	49
4. Apostrophe	3	63
5. Italics/underlining	1	40
Grammar and Usage		
1. Nouns and Pronouns	1	51
2. Verbs and Verbals	8	60
3. Adjectives/Adverbs	4	55
4. Prepositions and Conjunctions	2	56
5. Repetition	2	27
Organization		
1. Sentence Structure	3	43
2. Paragraphing	10	43
3. Organizing Ideas	16	59
Forms		
1. Letters	3	74

	Number of Items	% Right
Using Sources of Information		
Map Reading		
1. Determine Direction, Distance, Elevation	5	63
2. Interpret Data and Infer Conditions	5	54
Reading Graphs/Tables		
1. Determining Amounts/Comparing Quantities	12	63
2. Interpreting Relationships	4	51
Knowledge and Use of Reference Materials		
1. Using Table of Contents	9	57
2. Using the Index	9	82
3. Using the Dictionary	11	63
4. Using General Reference Materials	8	76
Social Studies		
Historical Perspective		
1. Economic	4	56
2. Geographic	2	74
3. Political	5	52
4. Social and Anthropologic	4	48
5. Related Social Sciences	2	50
Patterns and Systems		
1. Economic	12	51
2. Geographic	7	58
3. Political	10	51
4. Social and Anthropologic	11	52
5. Related Social Sciences	3	43
Science		
Nature of Science	9	43
Biology	26	58
Earth and Space Science	20	51
Physics	2	38
Chemistry	3	46

TABLE 43
SUMMARY OF NUMBERS OF SUPPORT STAFF

Fiscal Year	Office		Custodial		Bus Drivers		Food Service		Other		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1983-84	114	5,810	5,998	1,334	3,999	2,504	385	7,524	500	1,634	10,216	17,459
1984-85	90	5,786	6,062	1,419	4,437	3,222	146	7,406	519	1,914	11,254	19,747

TABLE 44
SCHOOL FOOD SERVICES PROGRAM—1984-85

Table 44a
Participation Data

Year	LEAs Approved	Schools Participating	Enrollment	Average Number Students Served	Percent of Enrollment Served
1982-83	890	2,463	863,032	485,949	56
1983-84	789	2,350	857,240	497,720	58
1984-85	783	2,328	846,320	503,381	59

Table 44b
Lunches Served Data

Year	Lunches Served	Free Lunches	Reduced Price Lunches	Total Free and Reduced Lunches	% of Lunches Free and Reduced
1982-83	83,484,494	30,578,843	5,148,327	35,727,170	42.8
1983-84	84,582,286	30,335,207	5,207,073	35,542,280	42.0
1984-85	85,219,650	29,203,400	4,969,688	34,173,088	40.1

Table 44c
Breakfast Program

Year	Breakfasts Served	Served Free & Reduced	% Free & Reduced
1982-83	6,595,444	6,245,953	94.7
1983-84	6,843,977	6,322,281	92.4
1984-85	6,705,832	6,306,794	94.1

Table 44d
Special Milk Program

Year	1/2 Pints Served	1/2 Pints Free	% Free
1982-83	2,281,599	80,721	3.5
1983-84	2,072,787	59,376	2.9
1984-85	2,903,032	45,614	1.6

Table 44e
Government Donated Food Distributed Directly to LEAs

Year	Number of Varieties	Units of Government Donated Food	Pounds of Donated Food	Value of Donated Food	Value Per Unit	Pounds Per Child
1982-83	39	655,474	24,867,842	$16,896,145	$25.78	56.8
1983-84	43	580,824	21,860,577	$15,617,241	$26.89	50.0
1984-85	42	611,432	23,373,779	$16,482,539	$36.78	52.2

Table 44f
Assistance Distributed

Year	Federal Cash Reimbursement					State Cash School Lunch	Value Commodities To Schools	Value Commodities To Processors	Total Federal & State Assistance
	Special Lunch	Special Milk	Breakfast	Commodity Dist.	Equipment Assistance				
1982-83	$44,603,240	$214,464	$4,351,378	$350,143	—0—	$4,444,710	$16,896,145	$1,186,816	$72,046,896
1983-84	$46,612,049	$194,729	$4,729,841	$412,410	—0—	$4,444,710	$15,617,241	$ 802,103	$72,813,083
1984-85	$47,351,582	$272,034	$4,821,149	$614,613	—0—	$4,444,710	$16,482,539	$ 22,520	$74,009,147

Table 44g
Funding Sources

	1982-83		1983-84		1984-85	
Child Payments	$ 44,249,517	32%	$ 46,314,122	33%	$ 49,256,829	34%
Federal Aid	67,602,186	50%	68,368,373	49%	69,564,437	49%
State Funds	4,444,710	3%	4,444,710	3%	4,444,710	3%
Local Funds	19,793,379	15%	20,231,147	15%	20,348,959	14%
Total	$136,089,792	100%	$139,358,352	100%	$143,614,935	100%

TABLE 45
DISTRIBUTION OF CHAPTER 1, ECIA SERVICES
GRADE LEVELS AND SUBJECTS

	1983	1984	1985
Pre-Kindergarten			
Students Served	1,106	1,260	1,854
Teachers Employed	53.8	63	79.5
Aides Employed	37.2	43	52
Number of Programs	26	35	45
Extended Day Kindergarten			
Students Served	3,543	3,235	2,785
Teachers Employed	123.65	113	95.5
Aides Employed	92.37	84	78
Number of Programs	69	52	56
Transition Rooms Grades 1 & 2			
Students Served			888
Teachers Employed			32.5
Aides Employed			4.6
Number of Programs			16
		Reading	
Grades 1-3			
Students Served	20,674	21,553	24,521
Teachers Employed	397.44	415	472.5
Aides Employed	113.95	119	88.5
Number of Programs	358	373	380
Grades 4-6			
Students Served			18,411
Teachers Employed			345
Aides Employed			77
Number of Programs			369
Grades 7-12			
Students Served			5,298
Teachers Employed			114.5
Aides Employed			6
Number of Programs			24
		Math	
Grades 1-3			
Students Served	11,695	12,774	13,761
Teachers Employed	211.05	232	243.5
Aides Employed	70.04	76	54
Number of Programs	300	306	310
Grades 4-6			
Students Served			11,138
Teachers Employed			179.6
Aides Employed			25.5
Number of Programs			322
Grades 7-12			
Students Served			1,632
Teachers Employed			31.75
Aides Employed			1.85
Number of Programs			23
		Language Arts	
Grades 1-3			
Students Served	2,860	1,757	1,315
Teachers Employed	56.95	35	23.95
Aides Employed	13	8	8
Number of Programs	85	80	52
Grades 4-6			
Students Served			1,204
Teachers Employed			19.75
Aides Employed			4.5
Number of Programs			48
Grades 7-12			
Students Served			228
Teachers Employed			4.75
Aides Employed			.5
Number of Programs			12

Totals do not include approximately 7,500 Summer School Students

Part IV

Local Education Agency Statistics

Table 1. Apportionment and Payment of State School and Textbook Monies—1984-1985

	State Foundation Program and Payment—1984-85						Textbook Monies—1984-85		Fair Share and Proposition C Monies	
County and District Name	Minimum Guarantee	Trans-portation	Exceptional Pupil	Gifted	Adjust-ments	Total Apportionment and Payment Adjustments	Sep-tember Member-ship	Total Payment	Fair Share	Proposition C
Adair:										
Adair Co. R-I	$ 395,358	$ 69,029	$ 25,708	$ 0	$ 210	$ 490,305	407.50	$ 21,364.15	$ 13,782.66	$ 162,852.04
Kirksville R-III	1,560,811	291,982	337,528-	11,399	3,403	2,205,123	2,511.50	131,671.24	87,246.20	1,024,367.76
Adair Co. R-II	207,629	51,827	27,068	2,319	138	288,981	280.00	14,679.65	9,784.09	114,572.26
County Totals	$2,163,798	$412,838	$390,304	$13,718	$3,751	$2,984,409	3,199.00	$167,715.04	$110,812.95	$1,301,792.06
Andrew:										
N. Andrew Co. R-VI	$ 262,422	$ 48,866	$ 42,875	$ 0	$4,961-	$ 349,202	289.00	$ 15,151.46	$10,362.09	$ 120,179.53
Avenue City R-IX (E)	100,127	27,172	20,821	896	64	149,080	126.00	6,605.84	4,553.90	52,607.43
Fillmore C-1	72,122	18,090	15,722	0	48	105,982	113.00	5,924.27	3,959.07	46,227.24
Savannah R-III	1,545.636	307,512	151,504	5,565	791	2,011,008	2,105.50	110,385.71	73,023.19	855,286.77
County Totals	$1,980,307	$401,640	$230,922	$6,461	4,058-	$2,615,272	2,633.50	$138,067.28	$91,898.25	$1,074,300.97
Atchison:										
Tarkio R-I	$246,305	$ 34,547	$ 86,130	$618	$ 656	$368,256	438.00	$22,963.09	$15,489.58	$180,982.53
Rock Port R-II	283,714	78,003	64,779	0	272	426,768	573.50	29,091.05	20,096.47	235,095.04
Fairfax R-III	85,029	35,956	20,120	0	81	141,186	264.00	13,840.81	8,835.60	104,182.22
Westboro R-IV (E)	35,447	21,276	0	0	36	56,759	106.50	5,583.51	3,514.80	41,907.94
County Totals	$650,495	$169,782	$171,029	$618	$1,045	$992,969	1,382.00	$71,478.46	$47,936.45	$562,167.73
Audrain:										
Community R-VI	$ 330,717	$ 89,856	$ 27,991	$ 0	$ 213	$ 448,777	476.50	$ 24,981.60	$ 16,165.17	$ 190,807.89
Vandalia R-I	649,395	132,218	54,858	4,775	376	841,622	864.71	45,334.41	29,887.87	351,038.55
Mexico 59	1,919,976	199,991	178,928	14,389	4,008	2,317,292	2,571.67	134,825.62	89,733.06	1,052,225.12
County Totals	$2,900,088	$422,065	$261,777	$19,164	$4,597	$3,607,691	3,912.88	$205,141.63	$135,786.10	$1,594,071.56
Barry:										
Wheaton R-III	$ 361,094	$ 60,569	$ 43,213	$ 0	$6,529	$ 471,405	358.50	$ 18,795.23	$ 12,068.02	$ 141,803.82
S.W. Barry Co. R-V	720,071	89,517	48,462	0	458	858,508	628.00	33,107.33	21,562.70	253,939.11
Exeter R-VI	265,905	29,608	23,520	0	158	319,191	300.00	15,728.22	10,445.45	121,909.53
Cassville R-IV	1,036,748	144,906	75,124	0	1,063	1,257,841	1,188.50	62,309.98	41,696.18	486,941.47
Purdy R-II	516,857	50,494	36,011	0	682	604,044	451.50	23,670.89	15,711.38	185,075.53
Jenkins 35 (E)	110,997	32,441	0	0	3,291-	140,147	124.50	6,527.21	4,050.78	48,685.51
Shell Knob 78 (E)	134,365	37,354	13,895	0	85	185,699	185.50	9,725.28	6,130.46	73,964.54
Monett R-I	1,196,380	62,862	153,904	8,346	1,764	1,423,256	1,399.00	73,345.74	48,519.63	570,098.48
County Totals	$4,342,417	$507,751	$394,129	$8,346	$7,448	$5,260,091	4,635.50	$243,209.88	$160,184.60	$1,882,417.99

Table 1. Apportionment and Payment of State School and Textbook Monies—1984-1985 (Continued)

	State Foundation Program and Payment—1984-85						Textbook Monies—1984-85		Fair Share and Proposition C Monies	
County and District Name	Minimum Guarantee	Trans-portation	Exceptional Pupil	Gifted	Adjust-ments	Total Apportionment and Payment Adjustments	Sep-tember Member-ship	Total Payment	Fair Share	Proposition C
Barton:										
Liberal R-II	$ 240,878	$ 94,185	$ 37,903	$0	$ 238	$ 373,204	497.50	$26,082.60	$17,087.37	$201,657.41
Golden City R-III	172,337	43,564	11,558	0	98	227,557	257.00	13,473.80	9,092.81	106,490.20
Lamar R-I	682,925	150,937	88,423	0	2,595	924,880	1,078.50	56,542.86	37,624.13	438,612.72
County Totals	$1,096,140	$288,686	$137,884	$0	$2,931	$1,525,641	1,833.00	$96,099.26	$63,804.31	$746,760.33
Bates:										
Miami R-I	$ 272,463	$ 56,755	$ 19,482	$0	$ 152	$ 348,852	289.00	$ 15,151.46	$10,094.64	$ 118,440.22
Ballard R-II	123,879	26,991	23,030	0	2,540	176,440	128.50	6,736.90	4,164.41	49,960.95
Adrian R-III	458,794	61,143	35,990	0	453	556,380	493.50	25,872.84	17,719.45	206,286.40
Rich Hill R-IV	385,320	48,866	18,483	0	206	452,875	404.00	21,180.60	13,453.78	159,926.00
Hume R-VIII	124,654	23,959	10,198	0	114	158,925	159.00	8,335.94	5,041.64	60,940.75
Hudson R-IX (E)	67,375	17,148	0	0	2,703-	81,820	81.00	4,246.61	2,739.51	32,608.82
Butler R-V	685,745	89,037	47,525	0	559	822,866	990.83	51,946.60	34,319.43	401,471.05
County Totals	$2,118,230	$323,899	$154,708	$0	$1,321	$2,598,158	2,545.83	$133,470.95	$87,532.86	$1,029,634.19
Benton:										
Lincoln R-II	$ 328,305	$ 63,208	$ 10,198	$ 0	$ 184	$ 401,895	394.00	$ 20,656.34	$13,386.58	$157,450.53
Warsaw R-IX	558,194	158,332	59,786	6,051	8,780	791,143	866.50	45,428.25	29,496.60	347,835.59
Benton Co. R-X (E)	24,463	11,932	0	0	21	36,416	62.00	3,250.51	2,139.95	24,998.94
Cole Camp R-I	427,246	103,980	32,038	0	252	563,516	621.00	32,557.31	21,239.69	250,991.93
County Totals	$1,338,208	$337,452	$102,022	$6,051	$9,237	$1,792,970	1,943.50	$101,892.41	$66,262.82	$781,276.99
Bollinger:										
Meadow Heights R-II	$ 444,346	$110,638	$ 47,187	$0	$5,617-	$ 596,554	531.00	$27,838.92	$17,660.60	$211,437.48
Leopold R-III	165,584	13,660	0	0	1,298-	177,946	164.00	8,598.09	5,857.53	67,801.68
Zalma R-V	295,841	48,179	52,605	0	2,120-	394,505	289.50	15,177.71	9,735.49	115,914.55
Woodland R-IV	766,573	161,741	72,215	0	861	1,001,390	830.50	43,540.81	28,348.56	335,782.03
County Totals	$1,672,344	$334,218	$172,007	$0	$8,174-	$2,170,395	1,815.00	$95,155.53	$61,602.18	$730,935.74
Boone:										
Southern Boone Co. R-I	$ 637,313	$ 83,361	$ 62,718	$ 4,325	$ 409	$ 788,126	663.00	$ 34,759.31	$ 22,863.78	$ 269,639.01
Boone Co. R-IV	877,950	104,207	67,646	0	615	1,050,418	904.00	47,394.31	30,477.98	362,858.10
Sturgeon R-V	272,057	35,955	19,843	0	169	328,024	315.50	16,540.81	10,769.10	126,952.98
Centralia R-VI	925,531	115,774	75,209	0	674	1,117,188	1,106.00	57,984.57	38,381.16	450,102.79
Harrisburg R-VIII	429,542	76,757	46,708	0	260	553,267	465.00	24,378.72	16,053.41	189,381.33
Columbia 93	7,110,266	1,067,270	1,020,286	35,946	9,357	9,243,125	10,671.30	559,467,29	363,392.59	4,292,443.83
County Totals	$10,252,659	$1,483,324	$1,292,410	$40,271	$11,484	$13,080,148	14,124.80	$740,525.01	$481,938.02	$5,691,378.04

Table 1. Apportionment and Payment of State School and Textbook Monies—1984-1985 (Continued)

	State Foundation Program and Payment—1984-85						Textbook Monies—1984-85		Fair Share and Proposition C Monies	
County and District Name	Minimum Guarantee	Transportation	Exceptional Pupil	Gifted	Adjustments	Total Apportionment and Payment Adjustments	September Membership	Total Payment	Fair Share	Proposition C
Buchanan:										
E. Buchanan Co. C-1	$ 639,363	$ 75,496	$ 59,020	$ 0	$ 377	$ 774,256	797.50	$ 41,810.74	$ 27,311.67	$ 322,845.17
Mid-Buchanan Co. R-V	637,666	97,525	51,202	0	355	786,748	637.00	33,396.16	21,575.85	256,364.45
Buchanan Co. R-IV	447,149	72,585	48,737	0	1,915	570,386	382.50	20,053.41	13,098.27	154,235.45
St. Joseph................	9,413,938	743,556	872,920	90,023	5,937	11,126,374	11,933.34	625,632.57	407,867.15	4,832,858.78
County Totals	$11,138,116	$989,162	$1,031,879	$90,023	$8,584	$13,257,764	13,750.34	$720,892.88	$469,852.94	$5,566,303.86
Butler:										
Neelyville R-IV	$ 871,223	$106,519	$ 71,981	$ 0	505	$1,050,228	752.00	$ 39,425.33	$ 26,771.73	$ 312,487.63
Poplar Bluff R-I...........	4,222,123	367,187	307,170	24,281	9,124	4,929,885	4,808.00	252,070.53	160,502.03	1,911,825.39
Twin Rivers R-X	1,481,163	178,020	116,787	0	783	1,776,753	1,240.00	65,009.85	40,868.09	500,916.93
County Totals	$6,574,509	$651,726	$495,938	$24,281	$10,412	$7,756,866	6,800.00	$356,505.71	$228,141.85	$2,725,229.95
Caldwell:										
Breckenridge R-I	$ 96,458	$ 10,523	$ 8,285	$0	$ 71	$ 115,337	123.00	$ 6,448.54	$ 4,414.67	$ 51,027.30
Hamilton R-II	538,904	89,171	35,990	0	286	664,351	596.50	31,272,90	20,517.41	241,056.58
New York R-IV (E)	48,460	10,772	0	0	24	59,256	50.50	2,647.57	1,709.90	20,236.98
Cowgill R-VI (E)	55,468	9,830	0	0	25	65,323	82.00	4,299.07	2,667.90	32,407.97
Polo R-VII	301,165	47,173	23,455	0	180	371,973	289.00	15,151.47	10,302.54	120,413.57
Mirabile C-1 (E)...........	51,713	17,241	0	0	25	68,979	70.50	3,696.12	2,366.82	28,281.47
Braymer C-4..............	237,587	41,453	44,191	0	197	323,428	362.00	19,893.65	12,299.99	146,006.24
Kingston 42 (E)	57,159	8,731	0	0	296	66,186	58.00	3,040.77	2,038.36	24,025.21
County Totals	$1,386,914	$234,894	$111,921	$0	$1,104	$1,734,833	1,631.50	$86,450.09	$56,317.59	$663,455.32
Callaway:										
North Callaway Co. R-I	$ 680,095	$187,765	$ 89,126	$ 9,251	$ 336	$ 966,573	1,060.50	$ 55,599.17	$ 36,456.08	$ 430,827.16
Callaway Co. R-III	429,834	62,065	43,533	0	241	535,673	476.66	24,989.94	16,641.23	194,111.34
Fulton 58	1,680,785	213,767	148,762	22,653	1,050	2,067,017	2,063.00	108,157.48	70,950.77	836,167.46
South Callaway Co. R-II ...	178,183	136,637	43,915	0	179	358,914	662.50	34,824.59	22,153.49	263,626.88
County Totals	$2,968,897	$600,234	$325,336	$31,904	$1,806	$3,928,177	4,262.66	$223,571.18	$146,201.57	$1,724,732.84
Camden:										
Camden Co. R-II	$ 475,787	$ 71,483	$ 73,691	$ 0	$ 298	$ 621,259	485.00	$ 25,427.22	$ 16,831.94	$ 198,229.43
Camdenton R-III..........	1,107,415	388,824	201,704	25,425	4,948-	1,718,420	2,377.00	124,619.70	83,153.69	975,344.32
Climax Springs R-IV	97,931	44,346	41,812	0	88	184,177	215.50	11,298.07	7,537.11	88,544.45
Macks Creek R-V	286,371	54,724	24,093	0	158	365,346	287.00	15,046.64	9,648.55	115,053.14
County Totals	$1,967,504	$559,377	$341,300	$25,425	$4,404-	$2,889,202	3,364.50	$176,391.63	$117,171.29	$1,377,171.34

Table 1. Apportionment and Payment of State School and Textbook Monies—1984-1985 (Continued)

	State Foundation Program and Payment—1984-85						Textbook Monies—1984-85		Fair Share and Proposition C Monies	
County and District Name	Minimum Guarantee	Transportation	Exceptional Pupil	Gifted	Adjustments	Total Apportionment and Payment Adjustments	September Membership	Total Payment	Fair Share	Proposition C
Cape Girardeau:										
Jackson R-II	$1,779,847	$304,196	$149,665	$ 9,010	$ 996	$2,243,714	2,869.75	$150,453.26	$ 99,764.56	$1,166,817.41
Delta R-V	363,748	52,227	43,097	0	221	459,293	377.50	19,791.26	13,064.64	153,102.69
Oak Ridge R-VI	304,622	46,055	32,804	0	187	383,668	343.50	18,008.77	12,075.65	140,959.62
Cape Girardeau 63	1,883,446	247,323	347,622	52,431	8,608	2,539,430	3,870.00	202,893.42	132,000.88	1,557,199.13
Nell Holcomb R-IV (E)	309,531	54,465	24,857	0	180	389,033	398.50	20,892.30	13,367.21	158,667.01
County Totals	$4,641,194	$704,266	$598,045	$61,441	$10,192	$6,015,138	7,859.25	$412,039.01	$270,272.94	$3,176,745.86
Carroll:										
Hale R-I	$ 59,398	$ 19,409	$ 21,394	$ 0	$ 52	$ 100,253	154.50	$ 8,100.02	$ 5,331.77	$ 62,600.48
Tina-Avalon R-II	166,824	47,899	25,367	0	124	240,214	219.50	11,507.77	7,453.06	87,750.49
Bosworth R-V	69,513	27,560	11,058	0	67	108,198	160.00	8,388.37	5,523.95	64,327.26
Carrollton R-VII	614,776	106,644	86,089	1,985	363	809,857	1,248.00	65,429.33	41,390.65	498,419.67
Norborne R-VIII	111,849	38,374	36,925	0	85	187,233	266.00	13,945.65	9,344.56	109,759.85
Wakenda C-2 (E)	26,101	11,840	10,198	0	25	48,164	55.50	2,909.73	2,110.36	24,304.92
County Totals	$1,048,461	$251,726	$191,031	$1,985	$716	$1,493,919	2,103.50	$110,280.87	$71,154.35	$847,162.67
Carter:										
East Carter Co. R-II	$ 878,429	$138,368	$ 78,651	$ 0	$1,290	$1,096,738	701.00	$36,751.52	$23,338.73	$278,787.91
Van Buren R-I	639,702	78,812	62,845	4,665	309	786,333	500.00	26,213.61	17,261.99	203,982.76
County Totals	$1,518,131	$217,180	$141,496	$4,665	$1,599	$1,883,071	1,201.00	$62,965.13	$40,600.72	$482,770.67
Cass:										
Cass Co. R-V	$ 387,529	$ 56,325	$22,181	$ 0	$ 214	$ 466,249	434.86	$ 22,798.50	$15,014.98	$175,939.88
Strasburg C-3 (E)	130,088	22,609	9,561	0	82	162,340	136.00	7,130.11	4,510.06	53,560.91
Raymore-Peculiar R-II	2,109,270	275,789	113,728	10,457	31,246-	2,477,998	2,290.24	120,071.09	79,085.66	931,091.53
Sherwood Cass R-VIII	757,907	133,057	46,209	0	588	937,761	755.00	39,582.60	25,610.90	303,912.74
East Lynne 40 (E)	238,473	32,463	18,081	0	259	289,276	186.00	9,751.47	6,391.67	74,830.57
Pleasant Hill R-III	982,929	122,583	82,476	0	645	1,188,633	1,080.00	56,621.48	37,784.51	441,635.81
Harrisonville R-IX	1,781,069	156,168	156,834	13,295	3,253	2,110,619	1,810.50	94,919.58	63,106.42	739,599.12
Drexel R-IV	250,968	23,742	24,730	0	136	299,576	235.00	12,320.44	8,336.91	97,199.12
Midway R-I	520,549	67,527	31,168	5,000	669	624,913	572.00	29,988.42	19,606.18	231,402.54
Belton 124	3,517,040	244,892	267,458	23,268	3,213	4,055,871	3,123.00	163,730.56	106,970.78	1,266,189.37
Federal Lands	264,542	0	0	0	0	264,542	0	0	8,046.03	48,029.20
County Totals	$10,940,364	$1,135,155	$772,426	$52,020	$22,187-	$12,877,778	10,622.60	$556,914.25	$374,464.10	4,363,390.79
Cedar:										
Stockton R-I	$ 569,191	$138,069	$ 56,747	$0	$ 489	$ 764,496	840.50	$ 44,065.20	$28,611.70	$338,122.12
El Dorado Springs R-II	1,137,188	170,754	97,773	0	4,173	1,409,888	1,307.00	68,522.41	45,484.51	535,641.74
County Totals	$1,706,379	$308,823	$154,520	$0	$4,662	$2,174,384	2,147.50	$112,587.61	$74,096.21	$873,763.86

Table 1. Apportionment and Payment of State School and Textbook Monies—1984-1985 (Continued)

	State Foundation Program and Payment—1984-85						Textbook Monies—1984-85		Fair Share and Proposition C Monies	
County and District Name	Minimum Guarantee	Transportation	Exceptional Pupil	Gifted	Adjustments	Total Apportionment and Payment Adjustments	September Membership	Total Payment	Fair Share	Proposition C
Chariton:										
Northwestern R-I	$ 95,212	$ 45,298	$ 14,533	$0	$ 174	$ 155,217	236.50	$12,399.04	$ 8,162.60	$ 95,573.30
Brunswick R-II	143,469	39,419	39,263	0	129	222,280	333.50	17,484.52	11,571.45	135,202.24
Keytesville R-III	137,889	36,712	14,659	0	91	189,351	207.00	10,852.46	7,123.14	83,197.02
Salisbury R-IV	301,828	102,065	37,031	0	689	441,613	624.00	32,714.53	22,035.84	256,854.18
County Totals	$678,398	$223,494	$105,486	$0	$1,083	$1,008,461	1,401.00	$73,450.55	$48,893.03	$570,826.74
Christian:										
Chadwick R-I	$ 264,863	$ 35,664	$ 31,338	$ 0	$ 155	$ 332,020	210.00	$ 11,009.73	$ 7,109.63	$ 85,003.08
Nixa R-II	1,084,588	107,396	148,995	3,736	33,692	1,378,407	1,207.50	63,306.07	42,131.75	494,868.36
Sparta R-III	413,325	52,326	38,986	0	5,088-	499,549	458.00	24,011.71	15,288.67	183,908.66
Billings R-IV	360,934	35,468	33,292	0	220	429,914	396.50	20,787.39	13,839.24	161,819.95
Clever R-V	325,328	47,112	47,950	0	243	420,633	378.50	19,843.75	13,644.56	158,298.61
Ozark R-VI	1,529,383	176,114	99,601	14,423	6,303-	1,813,218	1,681.00	88,130.44	56,961.84	675,683.41
Spokane R-VII	366,194	61,203	39,263	0	213	466,873	352.50	18,480.58	12,333.23	146,353.54
County Totals	$4,344,615	$515,283	$439,425	$18,159	$23,132	$5,340,614	4,684.00	245,569.67	$161,308.92	$1,905,935.61
Clark:										
Wyaconda C-I	$ 69,144	$ 11,730	$ 8,074	0	$ 50	$ 88,998	78.50	$ 4,115.53	$ 2,848.74	$ 33,131.64
Revere C-3	110,279	30,599	9,561	0	74	150,513	148.50	7,785.46	5,351.87	61,981.42
Luray 33 (E)	93,879	23,459	14,744	0	68	132,150	138.00	7,234.98	4,593.36	54,505.73
Clark Co. R-I	844,233	196,459	78,588	11,197	537	1,131,014	1,111.50	58,272.93	38,684.79	455,809.81
County Totals	$1,117,535	$262,247	$110,967	$11,197	$729	$1,502,675	1,476.50	$77,408.90	$51,478.76	$605,428.60
Clay:										
Kearney R-I	$ 1,443,554	$ 219,292	$ 105,717	$ 17,962	$ 826	$ 1,787,351	1,845.00	$ 96,728.30	$ 63,696.10	$ 752,217.97
Smithville R-II	516,829	96,247	58,829	0	475	672,380	687.00	36,017.58	23,895.57	280,351.30
Excelsior Springs 40	2,799,707	268,250	318,577	14,734	2,965	3,404,233	3,005.66	157,578.57	103,005.64	1,216,862.72
Liberty 53	2,397,119	282,955	318,344	14,876	5,324	3,018,618	3,424.50	179,537.27	119,039.83	1,405,129.31
Missouri City 56 (E)	107,029	14,907	12,195	0	74	134,205	123.00	6,448.57	4,099.03	48,334.17
North Kansas City 74	8,823,655	1,167,855	1,172,957	100,719	7,458	11,272,644	14,894.50	780,877.92	511,616.05	6,062,613.15
County Totals	$16,087,893	$2,049,506	$1,986,619	$148,291	$17,122	$20,289,431	23,979.66	$1,257,188.21	$825,352.22	$9,765,508.62
Clinton:										
Cameron R-I	$1,019,278	$105,875	$ 96,943	$10,089	$2,939	$1,235,124	1,099.36	$ 57,636.38	$38,333.20	$ 450,007.75
Lathrop R-II	716,513	76,670	60,253	4,523	422	858,381	770.50	40,395.19	26,458.18	312,630.70
Plattsburg R-III	532,464	83,625	46,188	0	352-	661,925	767.00	40,211.76	25,542.97	305,459.46
County Totals	$2,268,255	$266,170	$203,384	$14,612	$3,009	$2,755,430	2,636.86	$138,243.33	$90,334.35	$1,068,097.91

Table 1. Apportionment and Payment of State School and Textbook Monies—1984-1985 (Continued)

	State Foundation Program and Payment—1984-85						Textbook Monies—1984-85		Fair Share and Proposition C Monies	
County and District Name	Minimum Guarantee	Trans-portation	Exceptional Pupil	Gifted	Adjust-ments	Total Apportionment and Payment Adjustments	Sep-tember Member-ship	Total Payment	Fair Share	Proposition C
Cole:										
Cole Co. R-I	$ 383,968	$ 80,600	$ 55,833	$ 5,204	$ 373	$ 525,978	555.50	$ 29,123.41	$ 19,197.01	$ 226,497.27
Cole Co. R-II	443,144	83,486	52,880	0	417	579,927	597.50	31,325.31	20,931.37	244,522.98
Cole Co. R-V	484,698	124,000	61,622	0	5,369	675,689	723.00	37,904.99	24,700.84	291,752.90
Jefferson City	2,983,118	542,953	519,186	27,131	14,458	4,086,846	7,028.00	368,458.96	242,008.09	2,853,092.05
County Totals	$4,294,928	$831,039	$689,521	$32,335	$20,617	$5,868,440	8,904.00	$466,812.67	$306,837.31	$3,615,865.20
Cooper:										
Blackwater R-II (E)	$ 175,713	$ 38,942	$ 20,821	$ 1,526	$6,962-	$ 230,040	197.00	$ 10,328.18	$ 6,715.78	$ 79,717.96
Cooper Co. R-IV	98,418	16,562	31,539	0	76	146,595	147.60	7,738.26	5,135.20	60,555.79
Prairie Home R-V	69,923	21,699	14,107	0	51	105,780	132.50	6,946.62	4,689.09	54,635.21
Otterville R-VI	237,124	38,495	28,044	0	162	303,825	253.50	13,290.33	8,751.21	103,278.86
Cooper Co. C-4	204,525	37,842	32,294	0	178	274,839	241.00	12,634.98	8,422.36	98,420.69
Boonville R-I	820,418	144,487	127,453	13,208	568	1,106,134	1,224.00	64,170.96	41,905.41	493,788.33
County Totals	$1,606,121	$298,027	$254,258	$14,734	$5,927-	$2,167,213	2,195.60	$115,109.33	$75,619.05	$890,396.84
Crawford:										
Crawford Co. R-I	$ 711,996	$134,085	$ 79,130	$0	$1,302	$ 926,513	885.82	$ 46,441.17	$ 30,096.90	$ 357,104.99
Crawford Co. R-II	829,952	101,282	94,373	0	1,232	1,026,839	1,182.50	61,995.37	40,241.31	478,303.25
Steelville R-III	714,914	137,077	61,326	0	643	913,960	886.50	46,476.80	29,897.75	353,948.51
County Totals	$2,256,862	$372,444	$234,829	$0	$3,177	$2,867,312	2,954.82	$154,913.34	$100,235.96	$1,189,356.75
Dade:										
Lockwood R-I	$217,935	$ 57,700	$ 94,777	$0	$ 261	$ 370,673	351.00	$18,401.98	$12,719.44	$147,833.36
Dadeville R-III	104,868	22,668	4,037	0	160	131,733	123.00	6,448.55	4,260.51	49,781.03
Everton R-III	189,796	25,821	23,594	0	742	239,953	183.00	9,594.21	6,296.69	74,357.87
Greenfield R-IV	340,226	66,671	44,191	0	413	451,501	497.50	26,082.58	17,221.80	201,816.75
County Totals	$852,825	$172,860	$166,599	$0	$1,576	$1,193,860	1,154.50	$60,527.32	$40,498.44	$473,789.01
Dallas:										
Dallas Co. R-I	$1,306,568	$270,830	$151,578	$0	$1,611	$1,730,587	1,645.00	$86,243.00	54,487.44	$648,357.27
County Totals	$1,306,568	$270,830	$151,578	$0	$1,611	$1,730,587	1,645.00	$86,243.00	$54,487.44	$648, 357.27
Daviess:										
Coffey R-I	$ 39,282	$ 6,114	$ 0	$ 0	$ 16	$ 45,412	52.00	$ 2,726.22	$ 1,780.05	$ 20,692.73

Table 1. Apportionment and Payment of State School and Textbook Monies—1984-1985 (Continued)

	State Foundation Program and Payment—1984-85						Textbook Monies—1984-85		Fair Share and Proposition C Monies	
County and District Name	Minimum Guarantee	Trans-portation	Exceptional Pupil	Gifted	Adjust-ments	Total Apportionment and Payment Adjustments	Sep-tember Member-ship	Total Payment	Fair Share	Proposition C
Pattonsburg R-II	121,943	37,866	10,198	0	4,852-	165,155	208.50	10,931.09	7,167.33	83,974.74
Winston R-VI	159,675	33,410	20,395	0	90	213,570	175.00	9,174.76	6,206.80	72,518.24
Jameson R-III	44,944	14,384	13,172	0	51	72,551	90.00	5,145.45	3,098.31	36,647.67
Gallatin R-V	428,083	61,926	50,905	7,402	263	548,579	561.50	29,437.90	19,674.86	230,591.56
Tri-County R-VII	145,780	29,143	19,121	0	103	194,147	203.00	10,642.74	6,682.13	79,735.04
County Totals	$939,707	$182,843	$113,791	$7,402	$4,329-	$1,239,414	1,290.00	$68,058.16	$44,609.48	$524,159.98
DeKalb										
Osborn R-O	$ 92,302	$ 21,512	$ 18,506	$0	$ 76	$132,396	150.00	$ 7,864.09	$ 5,307.27	$ 62,617.29
Maysville R-I	490,123	108,676	71,024	0	784	670,607	690.00	36,174.85	23,876.21	281,183.27
Union Star R-II	164,161	22,276	11,058	0	92	197,587	164.50	8,624.26	5,786.24	67,396.76
Stewartsville C-2	220,664	31,837	37,286	0	193	289,980	291.00	15,256.35	10,299.26	120,187.50
County Totals	$967,250	$184,301	$137,874	$0	$1,145	$1,290,570	1,295.50	$67,919.55	$45,268.98	$531,384.82
Dent:										
Salem R-80	$ 890,531	$ 91,978	$ 98,473	$0	$1,531	$1,082,513	1,081.50	$ 56,700.16	$37,776.91	$443,717.05
Oak Hill R-I (E)	227,671	52,008	6,097	0	137	285,913	265.00	13,893.22	9,222.52	110,679.63
Green Forest R-II (E)	366,346	58,862	17,869	0	201	443,278	329.00	17,248.53	11,255.36	132,347.31
Dent-Phelps R-III (E)	351,592	90,297	38,986	0	211	481,086	402.00	21,075.78	13,499.47	159,821.14
North Wood R-IV (E)	316,709	59,507	18,485	0	199	394,900	376.00	19,712.69	12,165.52	145,709.65
County Totals	$2,152,849	$352,652	$179,910	$0	$2,279	$2,687,690	2,453.50	$128,630.38	$83,919.78	$992,274.78
Douglas:										
Skyline R-II (E)	$ 147,222	$ 53,326	$ 2,975	$0	$1,523	$ 205,046	187.09	$ 9,808.64	$ 6,421.67	$ 75,754.11
Plainview R-VIII (E)	102,839	20,878	10,007	0	1,051	134,775	97.00	5,085.41	3,386.19	40,072.56
Ava R-I	1,281,617	219,928	107,419	0	4,713	1,613,677	1,443.00	75,652.58	48,919.70	582,946.91
County Totals	$1,531,678	$294,132	$120,401	$0	$7,287	$1,953,498	1,727.09	$90,546.63	$58,727.56	$698,773.58
Dunklin:										
Malden R-I	$1,582,675	$101,709	$157,197	$0	$2,798	$1,844,379	1,656.50	$ 86,845.82	$ 56,311.03	$ 667,832.91
Campbell R-II	712,816	78,210	61,284	0	485	852,795	773.00	40,526.30	25,769.13	306,228.92
Holcomb R-III	408,392	45,209	30,402	0	253	484,256	464.00	24,326.26	15,806.02	186,241.97
Clarkton C-4	394,541	24,963	28,894	0	4,152-	444,246	413.00	21,652.51	14,161.17	167,894.48
Senath C-8	808,659	129,698	81,872	0	544	1,020,773	987.00	51,745.67	33,857.54	400,648.56
Southland C-9	493,771	58,291	43,639	0	911	596,612	468.50	24,562.14	15,928.03	189,031.02
Kennett 39	1,880,482	121,252	187,472	0	1,346	2,190,552	2,174.50	114,003.10	74,759.72	883,205.19
County Totals	$6,281,336	$559,332	$590,760	$0	$2,185	$7,433,613	6,936.50	$363,661.80	$236,592.64	$2,801,083.05